INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106 USA
St. John's Road, Tyler's Green
High Wycombe, Bucks, England HP10 8HR

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/4365

7815351

BURTON, ARMOND SIDNEY, JR.
THE EFFECT OF PARTICIPATION OR NONPARTICIPATION IN STUDENT ACTIVITIES PROGRAMS ON THE ATTITUDE OF SOPHOMORE STUDENTS TOWARD SCHOOL IN THE MIDWEST CITY-DEL CITY SCHOOLS.

THE UNIVERSITY OF OKLAHOMA, ED.D., 1977

University Microfilms International 300 N. ZEEB ROAD, ANN ARBOR, MI 48106

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EFFECT OF PARTICIPATION OR NONPARTICIPATION IN STUDENT ACTIVITIES PROGRAMS ON THE ATTITUDE OF SOPHOMORE STUDENTS TOWARD SCHOOL IN THE MIDWEST CITY-DEL CITY SCHOOLS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

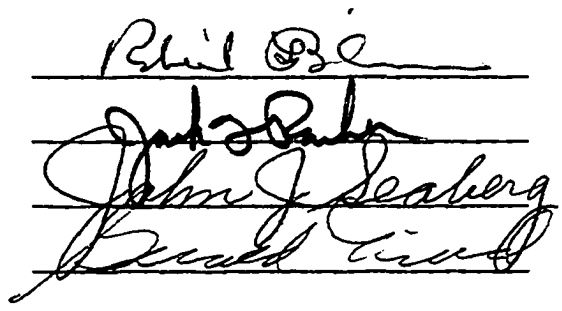
SID BURTON

Norman, Oklahoma

1977

THE EFFECT OF PARTICIPATION OR NONPARTICIPATION IN STUDENT ACTIVITIES PROGRAMS ON THE ATTITUDE OF SOPHOMORE STUDENTS TOWARD SCHOOL IN THE MIDWEST-DEL CITY SCHOOLS

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to the many individuals who contributed to the completion of this study. To these teachers and administrators, I sincerely convey my gratitude for their cooperation.

Special acknowledgment is accorded to the director of this study, Dr. Robert F. Bibens, for his able, patient guidance, encouragement, and interest during the entire course of the graduate program. Appreciation is expressed to other members of the doctoral program committee--Dr. Jack Parker, Dr. Gerald Kidd, and Dr. John Seaberg, Jr. Each has made a significant contribution to the professional growth of the writer. Appreciation is also expressed to Dr. Omer J. Rupiper for his aid and counseling in the statistical portion of this study.

A debt of gratitude is due to the writer's parents, Armond and Hollie Burton, for their many years of encouragement.

Finally, to the writer's wife, Jan, and his children, Charrie and Butch, for their patience, understanding, and thoughtfulness during the endurance of the doctoral program is joyfully extended a special gratitude.

TABLE OF CONTENTS

Page

LIST OF TABLES vi

Chapter

I. INTRODUCTION 1

Statement of the Problem 9
Hypotheses to be Tested 10
Definition of Terms 10
Delimitations of the Study 11
Design of the Study 11
Theoretical Base 11
Procedures for Collecting Data 12
Treatment of Data 13
Organization of the Study 14

II. REVIEW OF SELECTED LITERATURE 15

Introduction 15
What Has Opinion Been on the Value of Student Activities 15
What Values Does Research Attribute to Participation in Student Activities 21
Collateral Studies on Participation 25
What Is the Importance of a Positive Attitude Toward School and Can Attitude Be Measured, or Changed 26
Summary 29

III. DESIGN AND METHODOLOGY 31

Design of the Study 31
The Population 32
Procedure of the Study 33
The Instrument 35
Statistical Procedure 36

Chapter Page

IV. PRESENTATION AND ANALYSIS OF THE DATA 39

Introduction 39
Chi-Square Test of Significant Differences for Independent Data 40
Chi-Square Test of Significant Differences for Correlated Data 45
Effects of the Collected Data on the Stated Hypotheses 48

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 50

Summary 50
Findings 51
Conclusions 53
Recommendations 54
Recommendations for Further Research 61

BIBLIOGRAPHY 62

APPENDIXES 67

Appendix A 68
Appendix B 73
Appendix C 75
Appendix D 80

LIST OF TABLES

Table		Page
1.	Enrollment Total of Mid-Del System	33
2.	Results of Chi-Square Tests Between Participants and Nonparticipants Responses to the Survey Instrument (White-Male)	41
3.	Results of Chi-Square Tests Between Participants and Nonparticipants Responses to the Survey Instrument (White-Female)	42
4.	Results of Chi-Square Tests Between Participants and Nonparticipants Responses to the Survey Instrument (Nonwhite-Male)	43
5.	Results of Chi-Square Tests Between Participants and Nonparticipants Responses to the Survey Instrument (Nonwhite-Female)	44
6.	Chi-Square Yields of Change from Fall Test to Spring Test (White-Male and White-Female)	46
7.	Chi-Square Yields of Change from Fall Test to Spring Test (Nonwhite-Male and Nonwhite Female)	47

THE EFFECT OF PARTICIPATION OR NONPARTICIPATION IN STUDENT ACTIVITIES PROGRAMS ON THE ATTITUDE OF SOPHOMORE STUDENTS TOWARD SCHOOL IN THE MIDWEST CITY-DEL CITY SCHOOLS

CHAPTER I

INTRODUCTION

Student activities are those non-credit activities in which students participate voluntarily. They are school sponsored and are supervised by school personnel. They exist outside the formal subject matter structure and are sometimes referred to as co-curricular, extra-class, extracurricular, informal, school activities, or the third curriculum.

Student activities occupy a major time block of the average high school student's day. Not only are large amounts of time given to participation in these events, but the outlay of money for facilities, supervision, and administration is considerable. Students who participate in a number of activities, such as athletics, band, chorus, debate, and drama, have come under periodic research. The researchers have related both approval and disapproval of the value of participation.

While the evaluation of student participation in school activities programs is currently positive, it was not always so.

At the turn of the twentieth century it was the opinion of educational authorities that play or student activities were detrimental to the academic achievement of the high school student. It also was thought during this period that coeducation was detrimental to the achievement of the student.

Frederick[1] related some of this background when he wrote:

> Where play was once thought to be a waste of precious hours and sure road to a pauper's grave, if not to the pit of hell, play is now thought to be not only the right and privilege of youth, but an essential and vital phase of their education.

With this change of attitude toward nonacademic activities, they grew from simple unorganized participation to a more comprehensive and planned effort. The Bulletin of the National Association of Secondary School Principals, on the issuance of its first volume in 1917, spoke out for the values of student activities: "As you look back upon your school and college days, do you not feel that you derived great pleasure and much profit from the informal association outside the classroom?"[2]

This changing sentiment toward activities did not move in a rapid, unbroken line to complete approval, however. From early emphasis, the programs reached a high point just before the launching of the Sputnik in the 1950's. Then, when concern grew over the quality of

---

[1]Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1959), p. 20.

[2]Edward Rynearson, "Address to the National Association of Secondary School Principals on Student Activities," Bulletin of the National Association of Secondary School Principals, Vol. 1 (March, 1917), p. 47.

mathematics and science instruction, the number of activities dwindled.[1]

Critics of activities in American education came to the forefront, and the problem, in their minds, was the preoccupation of the youth with what was labeled time-wasting activities.

Admiral Hyman G. Rickover,[2] a prominent critic, said, "Someone once remarked that we are 'best' in everything that has nothing to do with genuine education: playgrounds, athletic fields, workshops, social entertainment, fun and games."

He continued the attack on activities in American education in a series of books, speeches, and testimony, comparing what he considered our diluted brand of scholarship with the pristine European variety. He stated, "In the United States, ex-athletic coaches are often made principals, on occasion even college presidents, incredible as this may seem."[3]

While Rickover provided caustic criticism of the activities programs, it was James Conant, former president of Harvard University, who gave a more subtle, yet more effective, commentary of what harm these programs could cause. His statements concerning the effect that

---

[1]J. Dale Mullens, "Activity Programs in Oklahoma: A Report to the Profession," Student Activities, Vol. 33 (March, 1962), p. 197.

[2]H. G. Rickover, American Education a National Failure (New York: E. P. Dutton and Co., 1963), p. 57.

[3]H. G. Rickover, Swiss Schools and Ours: Why Theirs Are Better (Boston: Little Brown and Co., 1962), p. 6.

over-emphasis could have on the education of our youth helped slow the activities movement.[1]

Proponents of student activities were not to be quieted--even by such distinguished critics--and a wealth of literature began to develop, emphasizing the value of such activities to the student and to society.

Stroup was representative of those who took this position in the mid-60's:

> By participation, the student will gain a greater sense of democracy, social graces, experiences in leadership and knowledge of practice of human affairs. We are told that those who participate are more likely to do well academically, . . . to succeed in later life, and so on.[2]

Rizzo,[3] after a survey of activities programs, developed a new list of objectives:

1. To help students develop a knowledge of the responsibility of living in a democratic society.
2. To aid students in the development of appreciation skills in physical and instructional and recreational activities.
3. To aid in development of student initiative and self direction in accordance with the maturity of early adolescence.
4. To complement and supplement regular classroom activities.
5. To meet the needs and interests of early adolescence.
6. To encourage maximum student involvement in co-curricular activities.

---

[1]James Bryan Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), p. 39.

[2]Herbert Stroup, Toward a Philosophy of Organized Student Activities (Minneapolis: The University of Minnesota Press, 1964), p. 35.

[3]Michael E. Rizzo, "Active Activities Program," Clearing House, Vol. 44 (November, 1969), p. 183.

Much of this literature dealt with the affective domain, a relatively new area, which remained strictly the researchers' battleground. Stokes wrote that a goal of the schools was "to develop with students an identity with their school which will in turn assist the school in identification with the community."[1] Wine[2] added that schools should provide a balanced and comprehensive program, providing intellectual, physical, social, and emotional experiences.

Once considered a frill of education, school-sponsored activities became a debated practice and finally came to be looked upon as a basic right of all students. The Kentucky Department of Education stated that learning through student activities programs should no longer be considered supplemental to the formal program of studies, but rather should be viewed as complementary and essential to the goals of the school.[3]

While those involved with the administration of the various activities always have been ardent advocates of the activities' contribution toward the total life of the student, the courts recently have proved an invaluable ally. The Federal District Court of Northern Ohio gave the following opinion in a 1973 decision: "Extra-class activities are, in the best modern thinking, an integral and complementary part of the total school program."

---

[1]Russell Stokes, Jr., "The Assistant Principal's Student Activities Arena," Bulletin of the National Association of Secondary School Principals. Vol. 57 (October, 1973), p. 64.

[2]Dennis J. Wine, "Student Activities and the Educable," Clearing House, Vol. 47 (April, 1973), p. 472.

[3]Kentucky Department of Education, Bureau of Instruction, Office of Curriculum Development, 1972, ERIC No. 072537.

The principle involved in the case in question (Davis v. Meek) was: A married student cannot be penalized by being restricted from participation in extracurricular activities. In this case, the court saw no difference between regular classes and extracurricular activities as significant parts of a student's education. There were several legal precedents involving the value of an activities program toward the educational aspects of a student's life. The decisions in Wellsan v. Valparaiso Community School Corp. No. 71 (USDC Indiana Northern District) 1971 and Romans v. Crenshaw No. 71 H1264 (USDC Texas Southern District) 1972 gave additional support to the value of activities programs in the lives of the students.[1]

While there has been little research on the effect that participation in student activities has on the attitude of students, there has been considerable material written on high morale being a factor in good schools. Thomas,[2] in what could be called a check list for the good school, states, "In a good school, morale is so high you'd sense it quickly."

Best, Kronenberg, and Boardman[3] were assertive on this point, and stated, "Activities offer an outlet for self-expression, provide an opportunity to explore various fields, discover new interests and perhaps . . . undeveloped ability or latent interest." They concluded:

---

[1]H. C. Hudgins, Jr., "School Law: Seven Decisions That May Affect You," Nation's Schools, Vol. 91 (March, 1973), p. 37.

[2]M. Donald Thomas, "How To Recognize a Gem of a School When You See One," American School Board Journal, Vol. 162 (March, 1975), p. 30.

[3]Rudyard Best, Harry H. Kronenberg, and Henry H. Boardman, Principles of Secondary Education, 6th ed., (New York: McGraw-Hill Book Company, 1970), p. 389.

"As a rule the drop-out has shunned participation in extracurricular activities and he may have failed to belong to a social group within the school."[1]

Since 1954, desegregation has been a major area of concern in American public education. The activities program has a vital part to play in the attainment of this goal, but some minority groups are not participating. Reasons for this lack of participation are quite varied, with money and transportation problems being two of the main ones. Wagoner, Glatt, and Gaines, while investigating the progress of desegregation of schools, reported, "The problems occasioned by desegregation of schools are many and complex, but in certain ways the most crucial test of desegregation comes through the student relationships and activities."[2]

After an incident in Oklahoma City which resulted in the shooting death of a student at U. S. Grant High School, a classmate was quoted as saying, "Pressure is exerted on blacks from other black students not to participate in Grant's extracurricular activities."[3]

The incident prompted the Oklahoma City Board of Education to appoint a Fact Finding Committee. The committee was to recommend to the board changes which might contribute to the prevention of further

---

[1]Ibid., p. 110.

[2]Jennings Wagoner, Jr., Charles A. Glatt, and William A. Gaines, "Student Relationships and Activities in Desegregated Schools," High School Journal, Vol. 54 (December, 1970), p. 188.

[3]Daily Oklahoman, September 25, 1975, p. 1.

racial problems at the Oklahoma City high school. The panel submitted the following proposal: "The Committee recommends to the Superintendent that an early activity bus be provided to allow students not living in the Grant area an opportunity to be involved with extracurricular activities at school."

The Committee also suggested that a liaison group work with the administration, staff, patrons, and students of U.S. Grant High School to institute, among other actions, the "promotion of student involvement in school activities."[1]

The importance of school activities in the life of a student has been documented, but the need for further study is generally acknowledged. Havighurst, Smith, and Wilder[2] reported, "Information suggests (some would say the urgency) of a thorough-going review of the student activity movement in general to education and social maturing of young people."

Rogers,[3] in a 1970 dissertation, stated that a need existed for research to determine whether participation in student activities makes a contribution toward the improvement of attitudes in students and develops a sense of belonging toward the school.

---

[1]Fact Finding Committee, "Report to the Board of Education," Oklahoma City Board of Education, September 25, 1975, (Mimeographed.)

[2]Robert J. Havighurst, Frank L. Smith, and David E. Wilder, "The Student Activities Program," Bulletin of the National Association of Secondary School Principals, Vol. 55 (January, 1971), p. 67.

[3]Carroll Rogers, "A Study of the Relationship Between Participation in Student Activities and Scholastic Achievement in Selected Oklahoma High Schools," (unpublished doctoral dissertation, University of Oklahoma, 1970).

A detailed study of these needs was undertaken, focusing on sophomore students in the Midwest City-Del City School System. While the sophomore year is technically the second year of high school, in the Midwest City-Del City schools it is the students' first year at the high school site. Rehberg and Schafer[1] found that the largest determiner of participation in student activities during the last year of high school is participation in the second year of high school, which corresponds with the sophomore group in this investigation.

In a related study, Thompson[2] grouped subjects by academic rankings. She found that the attitude of each subject group toward school deteriorated equally during the high school years.

Although investigators have concluded that those students involved in activities programs tend to drop out of school less, make higher grades, and have a greater degree of goal attainment than students who do not participate in activities programs, the question of whether the activities program affects the attitudes of students toward their school remains unanswered.

Statement of the Problem

The problem of this study was to determine the effect that sophomore students' participation or nonparticipation in school activities had on their attitudes toward school. The subjects were divided

---

[1]Richard A. Rehberg, and Walter E. Schafer, "Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process," Address to the American Education Research Association, (New Orleans, February 26, 1973), ERIC No. 074408.

[2]Barbara L. Thompson, "Secondary School Pupils' Attitudes to School and Teachers," Educational Research, Vol. 18 (November, 1975), p. 65.

by race and gender. The investigation dealt with the following questions: (1) For sophomores, what differences in attitude toward school existed between activities participants and nonparticipants? (2) Is there a change in attitude during the school year in school activities participants and nonparticipants at the sophomore level? (3) What factors contribute to sophomores' nonparticipation in school activities?

Hypotheses To Be Tested

$H_0$1: There is no statistically significant difference between percentages of responses in attitude toward school between sophomore participants and nonparticipants in school activities by gender and race.

$H_0$2: There is no statistically significant difference between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race.

Definition of Terms

1. School Activities - Those activities in which students are engaged voluntarily. These are outside the formal subject matter and are sometimes referred to as extracurricular, informal, co-curricular, or third curriculum.
2. Participation - Taking part in the school activities.
3. Nonparticipation - Not engaging or joining in any activities.
4. Attitude Toward School - The like or dislike of school; positive or negative feeling toward school and its goals. To be determined by relative responses on the data collection instrument.
5. Sophomores - Students now in the tenth grade, who finished the ninth grade the previous year.

6. Desegregation - Racially mixed participation in school subjects and activities.
7. Midwest City-Del City Public Schools - State of Oklahoma Independent School District Number 52. It includes all or part of the cities of Midwest City, Del City, and Oklahoma City and the Pleasant Hill and Crutcho additions. The high schools in this district are Carl Albert, Del City, and Midwest City. The system also will be referred to as the Mid-Del Schools.

Delimitations of the Study

The investigation was limited to all sophomore students enrolled in the Midwest City-Del City Public Schools during the 1976-77 school year who had attended the district the previous year as ninth graders. There were approximately 1,100 students who met these qualifications and served as the population.

Design of the Study

The investigation was designed to give evidence of the attitude of sophomores toward school. Student attitude toward school was the dependent variable. Attitude was analyzed using the independent variables of participation or nonparticipation in school activities, further subdivided by gender and race.

Theoretical Base

To approach the problem of attitude change, it was necessary to turn to the field of social psychology, as researchers first did seriously in the 1940's. Smith, Bruner, and White assert that three types of functions are served by holding an opinion or attitude:

object appraisal, social adjustment, and externalization. They further state that an attitude in which the social adjustment function predominates is most likely to change in response to prestige suggestion, group pressure, testimonials, or information discrediting social support for the opposite views.[1]

It was Kelman[2] who placed the attitude change nearest the field of participation in social groups during school activities. He defined the stages one goes through in attitude change:

1. Compliance - The individual may be concerned with gaining approval or disapproval.
2. Identification - The individual adopts behavior derived from another person or group. If the individual finds a particular relationship satisfying, he will tend to behave in such a way as to meet the expectations of the other.
3. Internalization - The individual accepts influence because the induced behavior is congruent with his value system.

This indicates that it is the school and its personnel who together become the agent for group influence upon the attitudes of the students. This is accomplished through a mutually agreeable activities program, which in turn helps to develop a more positive attitude toward the school by the student.

Procedures for Collecting Data

The data collection instrument was developed from an inventory which is reviewed in Buros Fourth Mental Measurement

---

[1]Chester A. Insko, Theories of Attitude Change, (Englewood Cliffs, New Jersey: Prentice Hall Inc., 1967), p. 331.

[2]Herbert C. Kelman, "Processes of Opinion Change," Public Opinion Quarterly, Vol. 25, (March, 1961), pp. 62-66.

Yearbook,[1] the Illinois Inventory of Pupil Opinion, secondary-school form.[2] This inventory was converted by the investigator to a format using dichotomous responses. The purpose of the conversion was to give a consistency of ratings and to simplify and facilitate the statistical analysis. The revised instrument was submitted to a panel of ten judges for purposes of identifying questionable items and of establishing content validity.

The instrument was first administered in the fall, before the Christmas vacation. Subjects were grouped by independent variables of participation and nonparticipation in student activities and by race and gender. The results of the inventories were tabulated and statistically treated for differences.

The same instrument was administered for the second time before school recessed for the summer. Individuals' fall and spring inventories were matched, and a random sample of subjects from each independent variable was selected. The samples underwent statistical tests to measure change of attitude toward school from fall to spring. The spring instrument contained additional questions aimed at pinpointing the weaknesses of the activities program, in an attempt to identify reasons for nonparticipation. These data were used in the preparation of a proposed model program.

---

[1]Oscar Krisen Buros, ed., The Fourth Mental Measurement Yearbook, (Highland Park, New Jersey: The Gryphon Press, 1953), p. 53.

[2]Harold Hand, What People Think About Their Schools, (Yonkers-on-Hudson: World Book Company, 1948), p. 181.

Treatment of Data

All sophomores who met the subject eligibility requirements were surveyed. Regardless of eligibility, all were administered the inventories. For treatment, sample subjects were grouped by the variables participant and nonparticipant and were further divided by gender and race. Since no relationship existed between the groups, the results were assumed to be independent. These data were arranged in tables according to variables and percentages making up the population. The chi-square test of significant differences for independent data was used. The results of each individual's spring inventory, when tabulated and matched with the individual's fall inventory, met the requirements for being treated as correlated data.[1] These data, after being arranged into percentage tables, underwent the chi-square tests of change for correlated data.

Organization of the Study

The study consists of five chapters. Chapter I includes the statement of the problem, the major divisions describing the study, its related literature, the theoretical framework from which the problem evolved, and the treatment of the data. Chapter II consists of a review of literature pertinent to the study. Chapter III describes the design and procedures of the study, and Chapter IV presents and analyzes the data. Chapter V contains a summary of the study, conclusions based on findings, recommendations, and implications for future research.

---

[1]Gene V. Glass and Julian C. Stanley, Statistical Methods in Education and Psychology (Englewood Cliffs: Prentice-Hall, Inc., 1970), p. 298.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

Schools and their various programs are being evaluated constantly. Financial pressures lead to close scrutiny of all programs not strictly academic. People both outside and inside the educational structure will seek to pare expenses, asking the question, "What is the value of school activities programs?" A review of the literature reveals that this challenge is not new, but present opinion supports the continuation of school activities.

For the purpose of this investigation the review of literature centered around three specific questions:

(1) What has opinion been on the value of student activities?

(2) What values does research attribute to participation in student activities?

(3) What is the importance of a positive attitude toward school, and can attitude be measured or changed?

What Has Opinion Been on the Value of Student Activities?

Most of the early-day literature in the field consists of cataloging activities. Many volumes were written giving detailed instruction on how to implement the various programs. Numerous

sections of these writings deal with claims of the values received by students who participated.

A survey of what was being said by writers of the period on the values of participation was presented by Koos:[1]

1. Training in some civic-social-moral relationship
2. Socialization
3. Training for sound cooperation
4. Actual experience in group life
5. Training for ethical living
6. Training for citizenship in a democracy
7. Training for leadership
8. Worthwhile friendship
9. Training for worthy home membership
10. Training for parliamentary usage
11. Improved discipline and school spirit
12. Training for recreational and esthetic participation
13. Health
14. Vocational training
15. Training in business methods
16. Intellectual development
17. Retention in school
18. Recognition of interests and ambitions
19. Exploration
20. Improved scholarship
21. Constructive influence on instruction
22. Recognition of adolescent nature
23. Training in fundamental processes
24. Relations of school and community
25. Discharge of superabundant energies

As previously mentioned, the secondary schools recognized very early the value of school activities. One of the groups speaking out on this issue was the National Association of Secondary School Principals. The association was established in 1916, and at its very first meeting the activities topic was given study. The out-of-class programs were given the label "student activities," a title that would not be

---

[1]Leonard V. Koos, "Analysis of the General Literature of Extracurricular Activities," National Society for the Study of Education Yearbook, Vol. 25, (1926), p. 11.

used consistently over the years. One of the speakers at that meeting said:

> Membership in these activities should be voluntary. They must not be dominated by teachers, but should afford opportunities for pupil cooperation.
>
> The school activities, if wisely planned, will assist in developing self-confidence and poise in the individual pupil, will assist in training future citizens in leadership . . . .[1]

McDaniel[2] sounded a new era of identification for activities when he said, "A very excellent way to improve the spirit of the school is to encourage many so-called collateral activities." He also recognized the many critics who did not see any value in out-of-class activities: "I know that in many places student activities are the subject of much criticism, even of contempt, and I have heard a few men even express a wish to get rid of them."

The president of the association in 1922, Merle Prunty of Tulsa Central High School, again gave the programs still another label in an address entitled "Sane and Systematic Direction of Extra-Curricular Activities."[3] The school administrators in the bulletins of that era were convinced of the activities' value, but were not agreed on the title to be used.

---

[1]Rynearson, "Address," p. 48.

[2]M. A. McDaniel, "School Morale," Bulletin of the National Association of Secondary School Principals, Vol. 3, (1920), p. 77.

[3]Merle Prunty, "Sane and Systematic Direction of Extra-Curricular Activities," Bulletin of the National Association of Secondary School Principals, Vol. 26, (May, 1938), p. 42.

In 1922, speaking on "The Growth of Character Through Participation in Extra-Curricular Activities," Paul[1] used strong terms in their defense. He said, "It cannot be denied that for those that participate, athletics contribute very positive elements to character formation. . . ."

Johnson[2] reported to the association in 1938 not only the results of a survey, but once again attached a new label. The title of the report was "Report on the Committee on Pupil Activities." By 1941, the principals were trying to integrate activities outside the classroom with the curriculum as a whole. Jones, speaking on "The Relation of Activities to the Curriculum," stated:

> It is unfortunate the term extracurricular was originated. It was probably the product of the periods when these activities were either ignored or openly opposed. The term seems to suggest a dichotomy which modern school practice does not support. Attempts to foster such terms as co-curricular, semi-curricular, inter-curricular, or simply student activities have not succeeded however, in displacing the older terminology.[3]

Opinion among critics of student activities in secondary education has fluctuated, but the activities are a continuing institution, popular with many students. Ninety-five per cent of students

---

[1]Francis J. Paul, "The Growth of Character Through Participation in Extra-Curricular Activities," Bulletin of the National Association of Secondary School Principals, Vol. 5, (1921), p. 56.

[2]Report of the Committee on Pupil Activities, Edgar B. Johnson, chairman, Bulletin of the National Association of Secondary School Principals, Vol. 26, (May, 1938), p. 42.

[3]Galen Jones, "Relations of Activities to the Curriculum," Bulletin of the National Association of Secondary School Principals, Vol. 29, (December, 1941), p. 142.

surveyed in a report by Kassera and Peterson[1] cited a liking for informal activities outside the classroom. Stanley,[2] in a survey of interests, found 88 per cent of the students wanted a chance to participate in school activities. Farley and Rosnow[3] reported similar findings. When they asked, "What could make you do better in school?," "More and interesting activities and classes" was the highest response category for females, and second-highest for males.

The literature dealing with the subject concentrates on the seemingly difficult areas of identification. The first is to define what activities are, and the second, to ascribe values received from them.

The philosophical base for justification of the activities program came out of the Commission on the Reorganization of Secondary Education. This commission was born from the Committee on Articulation of High School and College and its report to the National Education Association in 1911.[4] From this report came a list of recommendations known as the "Seven Cardinal Principles of Education." These principles are:

---

[1]Wayne J. Kassera and Bruce O. Peterson, "Identification of Student Needs and Desires for Educative Experience Other Than Those Found in the Classroom Experience," Department of Health Education and Welfare, ERIC, No. 053432, (May, 1969).

[2]David Stanley, "Care and Feeding of a Good Activity Program," Clearing House, Vol. 44, (January, 1972), p. 308.

[3]Frank H. Farley and Jan M. Rosnow, "Student Analysis of Motivation and School Learning," Journal of Experimental Education, Vol. 42, (Spring, 1975), p. 53.

[4]Clarence P. Kingsley, chairman, "Cardinal Principles of Secondary Education," Department of Interior, Bureau of Education, Bulletin No. 35, (1918), p. 5.

1. Health
2. Command of fundamental processes
3. Worthy home-membership
4. Vocation
5. Civic education
6. Worthy use of leisure
7. Ethical character[1]

In a further explanation, outlining leisure time, the commission gave official support and recognition of the emerging activities program:

> Worthy use of leisure--Education should equip the individual to secure from his leisure the re-creation of body, mind, and spirit, and the enrichment and enlargement of his personality.
>
> This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse, together with the fostering in each individual of one or more special avocational interests.
>
> Heretofore the high school has given little conscious attention to this objective. It has so exclusively sought intellectual discipline that it has seldom treated literature, art, music so as to evoke right emotional response and produce positive enjoyment. Its presentation of science should aim, in part, to rouse a genuine appreciation of nature.
>
> The school has failed to organize and direct the social activities of young people as it should. One of the surest ways in which to prepare pupils worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth. The school should therefore, see that adequate recreation is provided both within the school and by other proper agencies in the community. The school, however, has a unique opportunity in this field because it includes in its membership representatives from all classes of society and consequently is able through social relationships to establish bonds of friendship and common understanding that cannot be furnished by other agencies. Moreover, the school can so organize recreational activities that they will contribute simultaneously to other ends of education, as in the case of the school pageant or festival.[2] (Emphasis added.)

The foundation for activities programs in secondary education has been established. While undergoing the ebb and flow of approval

---

[1]Ibid., p. 11.

[2]Ibid., p. 15.

by writers in education, they have remained popular and vital to the students.

What Values Does Research Attribute to Participation in Student Activities?

While student activities and the claims made on their behalf long have been a part of American secondary education, no serious study was attempted for many years to give credence to those claims.

The need for study was noted in 1926, as stated by Koos:[1] "It is obvious in the foregoing chapters that the development of these activities has long since reached a point where careful appraisal by application of scientific procedures is called for."

Most of the early studies centered on a census of participation, reporting results in percentages.[2] These studies assumed that activities indeed did provide the values that were ascribed to them. Over the years these assumptions were to be put to vigorous investigation.

Studies have been full of reference to the fact that sports and other activities help to build character. Athletic coaches have accepted this premise as basic to sports participation, but even this cherished belief has been assailed by researchers. Ogilvie and Tutko

---

[1]Leonard V. Koos, "Evaluating Extra-Curricular Activities," National Society for the Study of Education Yearbook, Vol. 25, (1926), p. 225.

[2]See, for example: H. T. Steenen, "Extra Curricular Activities of the High School," Education, Vol. 39, (February, 1919), pp. 367-373; E. Dana Caulkins, ed., School Athletics in Modern Education (New York: Wingate Memorial Foundation, 1931); Elbert K. Fretwell, Extra Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931).

stated, "We find no empirical support for the tradition that sport builds character."[1]

Coleman,[2] in a sociological study of ten Midwestern high schools, concluded that, even though students would rather be remembered as an athlete or activity leader, those activities might be detrimental to scholarship.

In a study of California students, Welty[3] did not concur with Coleman's fears. She found that neither athletics nor other activities hampered academic achievement. In a broader study on Iowa basketball players, replicated later with Iowa high school football players, Eidsmore[4] found athletes to have higher grade points than their non-participating classmates. Rogers,[5] while studying the relationship between activities participation and scholastic achievement, found a positive relationship.

Hollingshead,[6] like Coleman, referred to social class and parental social position as main factors contributing to accomplishment.

---

[1]Bruce C. Ogilvie and Thomas Tutko, "Sport: If You Want to Build Character Try Something Else," Psychology Today, (October, 1971), p. 61.

[2]James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1962), p. 309.

[3]Mary L. Welty, "Does Activity Participation Impair Academic Achievement?" California Journal of Secondary Education, Vol. 34, (1959), p. 308.

[4]Russell M. Eidsmore, "High School Athletes Are Brighter," School Activities, Vol. 35, (November, 1963), p. 76.

[5]Rogers, unpublished dissertation.

[6]August B. Hollingshead, Elmtown's Youth, (New York: John Wiley and Sons, 1949), p. 201.

But Spady,[1] although acknowledging that self-selection factors such as social class and ability had been found to affect educational aspiration and achievement, nevertheless maintained that "student extracurricular participation and status perceptions account for much more variability in goal fulfillment than any family status or academic factor."

His conclusion contained the following appraisal of the effect participation had on the subjects' desire for further education:

> Our main finding is that the student's role in the high school peer group is a definite source of his success goals, particularly when his attitudinal, financial, intellectual, and academic resources are low. Participation in certain extracurricular activities (especially athletics) is strongly associated with high status perception. This feeling of being recognized and important in the peer group in turn stimulated a desire for further status and recognition after high school.[2]
>
> . . . . . .
>
> The findings just discussed leave little doubt that the formal and informal achievement systems of the high school have a major bearing on the student's desire for further education which cannot be traced to his achievement motivation alone.[3]

Further research questioned Coleman, Hollingshead, Conant and Rickover. Schafer and Armer[4] found a positive association between athletes and scholarship.

---

[1]William G. Spady, "Status, Achievement and Motivation in the American High School," School Review, Vol. 79, (May, 1971), p. 381.

[2]William G. Spady, "Lament for the Letterman: Effects of Peer Status and Extracurricular Activities on Goals and Achievement," American Journal of Sociology, Vol. 75, (January, 1970), p. 699.

[3]Spady, "Status, Achievement, and Motivation," p. 396.

[4]Walter E. Schafer and Michael Armer, "Athletes Are Not Inferior Students," Transaction, Vol. 6, (November, 1968), p. 21.

In a study measuring how participation in high school athletics might affect college expectations of students, Rehberg and Schafer[1] also found a positive relationship. Because of possible uncontrolled variables, they jumped to no dogmatic conclusions, but stated:

> . . . a greater proportion of athletes than non-athletes expect to enroll in a four-year college, even when the potentially confounding variables of status, academic performance and parental encouragement are controlled. This relationship is especially marked among boys not otherwise disposed toward college, that is, those from working-class houses, those in the lower half of their graduating class and those with low parental encouragement to go on to college.

While the findings of previous studies were restricted to athletes, Snyder[2] broadened the scope of research to include other school activities. His results showed a positive effect of activities in integrating the students to educational goals. He stated:

> In addition, high school social participation and both high school and post-high school educational achievement were positively correlated. Finally, there was a positive association between high school social participation and occupational status five years after graduation.

In a related study on participation in extracurricular activities and its part in college aspiration, Kraus[3] found a positive correlation.

---

[1]Richard A. Rehberg and Walter E. Schafer, "Participation in Interscholastic Athletics and College Expectations," (American Journal of Sociology, Vol. 73, (May, 1968), p. 739.

[2]Elden E. Snyder, "A Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation and Educational-Occupational Achievement," Sociology of Education, Vol. 34, (Summer, 1969), p. 269.

[3]Irving Krauss, "Sources of Educational Aspirations Among Working-Class Youth," American Sociological Review, Vol. 29, (December, 1964), p. 874.

Evidence has been presented that participation in activities has a positive effect on the lives of students. Surveys also indicate that the students have a desire to participate. Evidence supports the value of school activities.

Collateral Studies on Participation

While there were varied findings concerning the effect of participation on academic achievement, the literature and studies dealing with the dropout consistently show that a great number of dropouts did not participate in any activities. A 1958 review of literature on dropouts revealed that the most common personality trait was that "Students had a feeling of not belonging."[1]

Thomas,[2] after undertaking a study to find related factors among dropouts, stated:

> The first indication that extracurricular activities might be all important in regard to dropping-out was the fact that not one person who dropped before completing the third year had engaged in even one activity, and that 89 per cent of those who finished had.
>
> Various comparisons indicate that it is not the number of activities that is important, but whether or not activities are engaged in.
>
> The two practical implications of these findings are that those without activities are those who are most likely to drop and those without interest in school and likely to drop may be helped to become and remain in a part of the school program by somehow interesting them to get into extracurricular activities. (Emphasis added.)

---

[1]R. A. Tessener and L. M. Tessener, "Review of the Literature on School Dropouts," Bulletin of the National Association of Secondary School Principals, Vol. 42, (May, 1958), p. 148.

[2]Robert Jay Thomas, "An Empirical Study of High School Dropouts in Regard to Ten Possibly Related Factors," Journal of Educational Sociology, Vol. 28, (September, 1959), p. 17.

Schreiber,[1] in attempting to profile the dropout, said, "The dropout seldom participated in the school's activities." Bell,[2] in a replication of earlier studies, supported the previous evidence and found that more than two-thirds of the dropouts did not participate in any activities. Sterner,[3] in a related study on dropouts, reported that 82 per cent of male dropouts had never taken part in any activity while in high school. Van Pool was able to put the studies in focus when he stated, "Right or wrong, and whether we approve or not, the fact is that some students remain in school primarily so that they may participate in some phase of the activity program."[4]

What Is the Importance of a Positive Attitude Toward School and Can Attitude Be Measured, or Changed?

Attitude is a word used frequently by teachers, coaches, and administrators and in educational writings. Teachers, evaluating the personalities of students, refer to "good" or "bad" attitude. What is the meaning of "attitude," so often used but so difficult to define? There appear to be as many definitions for "attitude" as there are authors.[5] These definitions range from the simple to the very

---

[1]Daniel Schreiber, ed., Profile of the School Dropout, (New York: Random House, 1967), p. 7.

[2]James W. Bell, "School Dropouts and School Activities," School Activities, Vol. 36, (September, 1964), p. 4.

[3]William Sterner, "School Dropouts Can Find Themselves in Activities Programs," School Activities, Vol. 38, (April, 1967), p. 11.

[4]Gerald Van Pool, "As the Editor Sees It," School Activities, Vol. 39, (May, 1968), p. 7.

[5]Marie Jahoda and Neil Warren, eds., Attitude Selected Readings, (Baltimore: Penguin Books, 1966), p. 7.

complex. Remmers, Gage, and Rummel[1] define attitude as "feelings for or against something." This definition is simple but may not provide enough depth for the serious student of behavior. Sherif, Sherif, and Nebergall[2] give dimension to the idea:

> It denotes a variable within the individual that affects his behavior in a pertinent situation together with other motives operative at the time and the properties of the situation itself.

The most useful definition would lie between these two. Noting that defining attitude is not an isolated problem, Alport[3] wrote, "Attitudes today are measured more successfully than they are defined."

The reason one would attempt to measure attitude is to modify that attitude. A negative attitude toward school, namely feelings against the school and all it contained, would adversely affect students' performances.

To measure attitude scientifically is the goal of social psychology.[4] Investigation of attitude change is relatively new. The first creditable study on attitude change was made during the late 1940's.[5]

---

[1]H. H. Remmers, N. L. Gage, and Francis J. Rummel, A Practical Introduction to Measurement and Evaluation, (New York: Harper and Brothers, 1960), p. 287.

[2]Carolyn W. Sherif, Muzafer Sherif, and Roger E. Nebergall, Attitude and Attitude Change, (Philadelphia: W. B. Saunders Co., 1945), p. 4.

[3]Gordon Alport, cited by Robyn M. Dawes, ed., Fundamentals of Attitude Measurement, (New York: John Wiley and Sons, 1972), p. 2.

[4]Gardner Lindzey and Elliott Aronson, eds., Handbook of Social Psychology, 2nd. ed. (Reading, Mass.: Addison and Wesley Publishing Co., 1968), p. 60.

[5]Chester A. Insko, Theories of Attitude Change, (Englewood Cliffs: Prentice Hall Inc., 1967), p. 1.

There are numerous studies on the relationship of attitude to performance. One such study, measuring the attitude of high school seniors in correlation with their performance later in college, found a slight, but positive, influence of attitude on performance.[1] Interest in, or toward, school would be assumed to be a positive attitude. Karmel[2] sums up best why the attitude of students should be determined:

> Interest inventories are administered in the schools because it has been found that interests are related to academic success, job satisfaction and eventual adjustment and pleasure in adult life.

The attitude-change theories can be described best as diverse and numerous. A brief look at some of those theories will follow, concluding with the one most appropriate for the study to be undertaken.

Festinger's Dissonance Theory[3] holds that a decision to choose between two relevant cognitive elements which are at opposite poles of the choice pattern is responsible for attitude change.

Sherif and Hovland's Assimilation-Contrast Theory[4] is an extremely complex judgment system, used extensively in experimental laboratory situations.

The Functional Theory of attitude change defines man as an organism striving after certain goals and analyzing and changing

---

[1]Mary E. McGauvran, unpublished doctoral dissertation, Dissertation Abstracts, Vol. 15, (1955), p. 2482.

[2]Louis J. Karmel, Measurements and Evaluation in the Schools, (London: The Macmillan Co., Collier-Macmillan Limited, 1970), p. 344.

[3]Elliott McGinnies and C. B. Ferster, The Reinforcement of Social Behavior, (Boston: Houghton Mifflin Company, 1971), p. 422.

[4]Insko, Theories of Attitude Change, p. 65.

attitudes in response to success or failure.[1] Smith, Bruner, and White feel that opinion and choice are evaluated as to how they serve the personality.[2] Katz theorized that the most important element in attitude change was knowledge of the motivational basis for the attitudes.[3]

According to Kelman's[4] theory, however, social interaction plays a prominent role in the various stages of attitude change. This particular functional theory is the most appropriate for this study.

Summary

The review of selected literature centered on three questions: (1) What has been opinion on the value of student activities? (2) What values have been attributed to participation in student activities? (3) What is the importance of a positive attitude toward school, and can attitude be measured, or changed?

In response to the first question, the literature revealed a long history of early-day educators extolling the values of school activities. The first proponents of activities did not base their evaluations on research, but on committee proposals and basic philosophies, such as the Seven Cardinal Principles.

In response to the second question, studies demonstrated that participation in activities contributes to better grades, a lower drop-out rate, and higher educational aspirations.

---

[1]Charles A. Kiesler, Barry E. Collins, and Norman Miller, Attitude Change, (New York: John Wiley and Sons, Inc., 1960), p. 302.

[2]Insko, Theories of Attitude Change, p. 330.

[3]Ibid., p. 334.

[4]Ibid., p. 337.

In response to the third question, current literature provides several theories of attitude measurement and change. There is strong evidence that a positive attitude contributes to higher achievement and, furthermore, facilitates integration of educational goals.

CHAPTER III

DESIGN AND PROCEDURE

Design of the Study

This study was designed to investigate, in two major sections, the attitudes of sophomore students in the Mid-Del school system. The first section was concerned with the relationship between students' participation in activities and their attitude toward school. The second section concerned itself with changes in their attitude from the beginning to the end of the school year. A data-gathering instrument was administered once in the fall and once in the spring.

The sophomore students were chosen for investigation for two reasons. (1) Rehberg and Schafer[1] found that, for continued participation throughout their high school years, the most important year for participation was the second year of high school. (2) If the activities program was improved through information gathered in the study, those involved with the study would benefit from it before their graduation.

For the fall inventory, positive and negative answers to questions were the dependent variables, and participation and non-participation in school activities were the independent variables. The subjects were subdivided by gender and race. It was assumed that a

---

[1]Rehberg and Schafer, "Participation in Student Activities," ERIC, No. 074408.

significantly different score on an item would be caused in part by the independent variables.

A comparison of data gathered on the spring and fall inventories could indicate attitude changes. Any significantly different score on an item was assumed to express a change in attitude. In addition, the spring inventory contained open-ended questions to help pinpoint weaknesses in the activities program, for the purpose of recommending possible changes to help develop a model activities program.

The Population

The population of this study included sophomores in all three Mid-Del high schools. The Midwest City-Del City school system is located in close proximity to the larger Oklahoma City School District, and, while the metropolitan school enrollment has declined steadily the past decade, adjacent systems demonstrate a continued pattern of growth and contain a large percentage of students from the Oklahoma City district.

This study was limited to those students who attended the district in their ninth and tenth years of school. Limiting eligibility to students in their second year in the school district added a measure of control concerning the application of the independent variables. Those students who transferred into the district were given the instrument also, but only their open-ended responses in the spring were utilized to propose suggestions for an improved activities program.

The population of the district is very transitory. This can be credited to socio-economic factors, such as high-turnover industry and the presence of temporary military personnel. The high school

enrollment of the district on January 1, 1977, was 4,294. The total sophomore enrollment at that time was 1,503. Table I illustrates the enrollment division by school.

TABLE I

ENROLLMENT TOTAL OF MID-DEL SYSTEM

School	Sophomores	Total Enrollment
Carl Albert	301	804
Del City	672	1,913
Midwest City	530	1,577

The number of instruments returned and scored in the fall was 975. This figure represents all sophomores who were in attendance when the test was administered, minus ineligible students and those who made improper responses.

Procedure of the Study

During the summer of 1976, prior to the school year the investigation took place, the investigator met with Midwest City-Del City Superintendent Dr. Lewis L. Eubanks and presented the proposal for this study. Dr. Eubanks stated that the research would have value, and welcomed such a study. After this initial meeting, the investigator met with Gerald Dawkins, principal of Carl Albert High School; Leo Holland, principal of Del City High School, and Jack Kale, principal of Midwest City High School. They concurred with Dr. Eubanks as

to the value of the study. They expressed particular interest in the attitude differences between participants and nonparticipants in school activities. All expressed a strong belief in the value of high student morale, which they interpreted as a student's positive attitude toward school.

This investigator met with the three principals again before the fall inventory and once more before the spring inventory. It was determined that the most efficient method of gaining the desired results would be to place the inventories in the hands of the English department chairpersons, since sophomore English is a required subject. A meeting was held at each school with the department chairpersons, and the necessary procedures to administer the data-gathering devices were outlined. This was followed by instructions to the individual teachers.

In late October 1976 the inventories were distributed to the seventeen teachers of sophomore English in the three schools. One week later the completed inventories were collected by the investigator. They then were tabulated, and the data underwent appropriate significance tests.

During the early spring, both the principals and the teachers were reminded that there was to be a second administration of the inventories. In April 1977--one month from the end of school--the devices again were distributed to the teachers, and within one week were collected. When the answers were matched with the individuals' first responses, the results were tabulated as correlated data. This data underwent tests of significance for change.

The Instrument

The data-collection instrument used was basically the Illinois Inventory of Pupil Opinion, secondary-school form. Withall[1] reported, "The authors of the inventories seem to be on secure ground in all instances in which they ask for an individual's attitudes or opinions on existing school situations." The investigator converted questions on the Illinois Inventory from inconsistent response forms to dichotomous responses. The purpose of the conversion was to give consistency of ratings and to facilitate statistical analysis. The revised instrument was submitted to a panel of ten judges for purposes of identifying questionable items and establishing content validity (See Appendix B). Twelve of the statements in the instrument are worded in the negative form. All results from these twelve statements are reported in reversed form to show true positive and negative responses.

Reliability

While this instrument in its original form was reported in Buro's Fourth Mental Measurement Yearbook, no reliability information was listed. Reliability was established by using the split-half method. Sixty of the completed instruments were selected at random from the total number, and odd-numbered and even-numbered items were correlated. The correlation using the Pearson r was .591. This co-efficient was then subjected to the Spearman-Brown formula for total test reliability.[2] The results of this treatment gave the

---

[1]John Withall, "Reviews and Book Notes," Elementary School Journal, Vol. 49, (1949), p. 478.

[2]Quinn McNemar, Psychological Statistics, 4th ed., (New York: John Wiley and Sons, Inc., 1969), p. 168.

coefficient .743. The Spearman-Brown formula is as follows:

$$r_{ab} = \frac{2r_{12}}{1 + r_{12}}$$

Statistical Procedure

The data gathered in the fall were for the purpose of answering the question: What, if any, was the statistically significant difference in attitude toward school between participants in school activities and nonparticipants? These data were independent, and the chi-square test of significance for each item was used.[1] A 2x2 contingency table was constructed for hypothesis one:

	Positive Response	Negative Response	Total
Participant			
Nonparticipant			
Total			

Where the cells were numerous, such as categories white-male and white-female, the following formula was used:[2]

$$X^2 = \frac{N(BC-AD)^2}{(A+B)\ (C+D)\ (A+C)\ (B+D)}$$

---

[1] Ibid., p. 256.

[2] Ibid., p. 262.

Where the cells were less numerous, such as nonwhite-male and nonwhite-female, the Yates correction was incorporated.[1]

$$x^2 = \frac{N(BC-AD -N/2)^2}{(A+B)\ (C+D)\ (A+C)\ (B+D)}$$

The data gathered in the spring were matched with responses from the previous fall, and paired responses, selected at random, yielded correlated data which were used to answer the question: What, if any, was the statistically significant change of attitude toward school between the beginning of school in the fall and the end of school in the spring? A fourfold table of frequencies was constructed for hypothesis two. Each item underwent the McNemar Test of change for correlated data.[2]

		- 2nd (spring) +
1st (fall)	+	A | B
	-	C | D

The formula is as follows:

$$X^2 = \frac{(A-D -1)^2}{A + D}$$

The alpha level for all interpretations was the .05 level of significance.

---

[1] Ibid., p. 262.

[2] Ibid., p. 263.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This study was designed to determine what role the participation in student activities held in the attitude toward school of sophomore students in the Midwest City-Del City school system. It further was designed to see if the attitude toward school changed during the course of the school year.

The purpose of this chapter is to present, analyze, and interpret data derived from the survey instruments.

Data on students' attitude toward school was collected, following the procedures described in Chapters I and III, during the fall and spring from students in the Mid-Del school system. These data were tabulated to test the following hypotheses:

H_o1: There is no statistically significant difference between percentages of responses toward school between sophomore participants and nonparticipants in school activities by gender and race.

H_o2: There is no statistically significant difference between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race.

All statistical data and analyses are reported in condensed form, utilizing tables, in order to provide easier access to statistical evidence. All raw figures and data may be found in the appendix.

Chi-Square Tests of Significant Differences for Independent Data

For Hypothesis 1, chi-square distributions item by item were determined by the use of 2x2 contingency tables. There were four categories of participants and of nonparticipants. They were as follows: white-male, white-female, nonwhite-male, and nonwhite-female.

Table II contains data for white-male; Table III contains data for white-female; Table IV contains data for nonwhite-male, and Table V contains data for nonwhite-female.

The cells of the categories white-male and white-female were numerous, so the formula used in determining chi-square yields in Tables II and III was given in Chapter III.

Because of a low nonwhite enrollment in the Mid-Del system, the cells for categories nonwhite-male and nonwhite-female are small. For Tables IV and V the Yates Formula, as described in Chapter III, was utilized in determining significant differences.

TABLE II

RESULTS OF CHI-QUARE TESTS BETWEEN PARTICIPANTS AND NONPARTICIPANTS RESPONSES TO THE SURVEY INSTRUMENT

WHITE-MALE

	PARTICIPANTS			NONPARTICIPANTS			
ITEM #	No. of respond.	Pct. (+) response	Pct. (-) response	No. of respond.	Pct. (+) response	Pct. (-) response	CHI SQUARE
1.	253	91.7	8.3	170	88.8	11.2	.98
2.	250	65.6	34.4	169	49.7	50.3	10.54*
3.	254	93.3	6.7	161	73.9	26.1	30.40*
4.	256	94.9	5.1	166	92.2	7.8	1.32
5.	249	79.1	20.9	166	69.9	30.1	4.58*
6.	251	87.6	12.4	165	72.7	27.3	14.84*
7.	253	87.4	12.6	170	65.3	34.7	29.30*
8.	254	40.6	59.4	164	34.1	65.9	1.73
9.	249	52.6	47.4	164	54.9	45.1	.20
10.	253	92.1	7.9	168	74.4	25.6	24.82*
11.	246	70.3	29.7	164	47.0	53.0	22.59*
12.	245	88.6	11.4	168	66.7	33.3	29.51*
13.	248	57.3	42.7	163	62.0	38.0	.90
14.	252	91.3	8.7	166	83.7	16.3	5.49*
15.	251	85.7	14.3	162	79.6	20.4	2.57
16.	251	76.9	23.1	167	60.5	39.5	12.94*
17.	249	61.8	38.2	164	62.2	37.8	.01
18.	247	72.5	27.5	164	55.5	44.5	12.61*
19.	243	81.1	18.9	163	51.0	49.0	40.34*
20.	245	87.8	12.2	161	88.2	11.8	.01
21.	247	82.6	17.4	162	74.7	25.3	3.74
22.	252	73.9	26.1	161	53.4	46.6	18.17*
23.	250	84.4	15.6	166	75.9	24.1	4.68*
24.	250	74.4	25.6	165	67.7	30.3	.11
25.	248	47.6	52.4	160	40.0	60.0	2.26
26.	247	74.9	25.1	161	69.6	30.4	1.40
27.	251	85.7	14.3	161	70.2	29.8	14.46*
28.	243	82.3	17.7	161	73.3	26.7	4.69*
29.	247	95.1	4.9	167	83.8	16.2	14.93*
30.	249	92.0	8.0	162	87.7	12.3	2.07

Yield of 3.84 is significant at the .05 level.

* Indicates significant differences.

TABLE III

RESULTS OF CHI-SQUARE TESTS BETWEEN PARTICIPANTS AND NONPARTICIPANTS RESPONSES TO THE SURVEY INSTRUMENT

WHITE-FEMALE

	PARTICIPANTS			NONPARTICIPANTS			
ITEM #	No. of respond.	Pct. (+) response	Pct. (-) response	No. of respond.	Pct. (+) response	Pct. (-) response	CHI SQUARE
1.	336	94.6	5.4	115	92.1	7.9	.93
2.	331	66.8	33.2	116	47.4	52.6	13.62*
3.	330	93.9	6.1	114	82.5	17.5	13.62*
4.	331	97.3	2.7	117	91.5	8.5	6.54*
5.	328	82.9	17.1	115	67.0	33.0	12.99*
6.	321	86.0	14.0	116	67.2	32.8	19.44*
7.	328	90.9	9.1	115	72.2	27.8	24.68*
8.	329	46.5	53.5	113	46.9	53.1	.01
9.	328	57.9	42.1	110	51.8	48.2	1.19
10.	334	93.7	6.3	117	75.2	24.8	30.17*
11.	329	74.8	25.2	114	57.0	43.0	18.80*
12.	329	92.4	7.6	115	77.4	22.6	18.88*
13.	324	53.7	46.3	112	48.2	51.8	1.00
14.	326	92.9	7.1	115	83.5	16.5	8.84*
15.	334	88.9	11.1	116	75.9	24.1	11.86*
16.	335	71.6	28.4	115	67.0	33.0	.80
17.	334	69.5	30.5	113	65.5	34.5	.61
18.	331	77.3	22.7	116	56.0	44.0	19.26*
19.	331	86.7	13.3	114	62.3	37.7	32.16*
20.	333	88.6	11.4	115	90.4	9.6	.29
21.	329	88.8	11.2	113	76.1	23.9	10.86*
22.	327	59.0	41.0	113	54.0	46.0	.87
23.	329	91.0	9.0	113	81.4	18.6	6.80*
24.	333	78.7	21.3	112	72.3	27.7	1.91
25.	332	29.8	70.2	112	26.8	73.2	1.32
26.	329	74.2	25.8	115	80.9	19.1	2.09
27.	334	85.6	14.4	115	71.3	28.7	11.87*
28.	330	89.4	10.6	115	81.7	18.3	4.54*
29.	336	97.3	2.7	112	84.8	15.2	24.00*
30.	336	94.9	5.1	114	90.4	9.6	3.07

Yield of 3.84 is significant at the .05 level.

* Indicates significant differences.

TABLE IV

RESULTS OF CHI-SQUARE TESTS BETWEEN PARTICIPANTS AND NONPARTICIPANTS RESPONSES TO THE SURVEY INSTRUMENT

NONWHITE-MALE

	PARTICIPANTS			NONPARTICIPANTS			
ITEM #	No. of respond.	Pct. (+) responses	Pct. (-) responses	No. of respond.	Pct. (+) responses	Pct. (-) responses	CHI SQUARE
1.	37	89.2	10.8	22	59.1	40.9	5.90*
2.	36	50.0	50.0	22	63.6	36.4	.55
3.	36	86.1	13.9	20	70.0	30.0	2.97
4.	35	94.3	5.7	21	85.7	14.3	.45
5.	37	64.9	35.1	22	77.3	22.7	.80
6.	36	69.4	30.8	22	45.5	54.5	2.36
7.	37	73.0	27.0	21	47.6	52.4	2.71
8.	35	22.9	77.1	22	45.5	54.5	2.23
9.	35	45.7	54.3	19	36.8	63.2	.17
10.	37	83.8	16.2	22	72.7	27.3	.47
11.	36	55.6	44.4	22	54.5	45.5	.04
12.	37	73.0	27.0	20	65.0	35.0	.11
13.	35	60.0	40.0	20	60.0	40.0	.08
14.	37	73.0	27.0	22	72.7	27.3	.002
15.	37	67.6	32.4	22	63.6	36.4	.001
16.	37	62.2	37.8	21	52.4	47.6	.20
17.	37	59.5	40.5	22	68.2	31.8	.15
18.	36	61.1	38.9	22	63.6	36.4	.01
19.	36	63.9	36.1	22	50.0	50.0	.59
20.	37	83.8	16.2	22	95.5	4.5	.85
21.	37	75.7	24.3	22	68.2	31.8	.13
22.	36	66.7	33.3	21	57.1	42.9	.19
23.	37	75.7	24.3	21	66.7	33.3	.23
24.	35	65.7	34.3	22	59.1	40.9	.05
25.	36	27.8	72.2	22	36.4	63.6	.15
26.	37	75.7	24.3	22	45.5	54.5	4.26*
27.	35	71.4	28.6	21	71.4	28.6	.09
28.	36	80.6	19.4	21	66.7	33.3	.73
29.	35	82.9	17.1	20	70.0	30.0	.59
30.	37	86.5	13.5	21	66.7	33.3	2.11

Yield of 3.84 is significant at the .05 level.

* Indicates significant differences.

TABLE V

RESULTS OF CHI-SQUARE TESTS BETWEEN PARTICIPANTS AND NONPARTICIPANTS RESPONSES TO THE SURVEY INSTRUMENT

NONWHITE-FEMALE

	PARTICIPANTS			NONPARTICIPANTS			
ITEM #	No. of respond.	Pct. (+) responses	Pct. (-) responses	No. of respond.	Pct. (+) responses	Pct. (-) responses	CHI SQUARE
1.	32	90.6	9.4	14	78.6	21.4	.41
2.	32	59.4	40.6	14	57.1	42.9	.03
3.	32	96.9	3.1	13	84.6	15.4	.70
4.	32	93.8	6.2	13	92.3	7.7	.23
5.	32	59.4	40.6	13	53.8	46.2	.001
6.	32	90.6	9.4	14	85.7	14.3	.001
7.	32	81.2	18.8	14	64.3	35.7	.75
8.	31	41.9	58.1	14	35.7	64.3	.01
9.	32	59.4	40.6	14	50.0	50.4	.07
10.	32	96.8	3.2	14	71.4	28.6	4.15*
11.	32	75.0	25.0	13	53.8	46.2	1.07
12.	31	93.1	6.9	13	76.9	23.1	1.13
13.	32	46.9	53.1	13	46.2	53.8	.08
14.	32	87.5	12.5	12	83.3	16.7	.02
15.	32	78.1	21.9	14	57.1	42.9	1.21
16.	32	71.9	28.1	14	50.0	50.0	1.20
17.	32	65.6	34.4	13	76.9	23.1	.15
18.	30	66.7	33.3	14	57.1	42.9	.08
19.	31	74.2	25.8	13	46.2	53.8	2.08
20.	32	87.5	12.5	14	92.9	7.1	.001
21.	32	78.1	21.9	12	75.0	25.0	.03
22.	31	71.0	29.0	14	42.9	57.1	2.16
23.	31	80.6	19.4	14	57.1	42.9	1.66
24.	32	87.5	12.5	13	77.0	23.0	.11
25.	32	21.9	78.1	14	28.6	71.4	.01
26.	32	65.6	34.4	13	69.2	30.8	.01
27.	31	83.9	16.1	14	78.6	21.4	.001
28.	32	93.8	6.2	13	84.6	15.4	.16
29.	32	90.6	9.4	12	75.0	25.0	.73
30.	32	90.6	9.4	12	66.7	33.3	2.17

Yield of 3.84 is significant at the .05 level.

* Indicates significant differences.

These tables show the results of the chi-square comparison between participants and nonparticipants by gender and race. The critical value was set at 3.84 for significance at the .05 level. As indicated in Table II, white-males demonstrated significantly different responses on items 2, 3, 5, 6, 7, 10, 11, 12, 14, 16, 18, 19, 22, 23, 27, 28, and 29. White-females from Table III demonstrated significantly different responses on items 2, 3, 4, 5, 6, 7, 10, 11, 12, 14, 15, 18, 19, 21, 23, 27, 28, and 29. Nonwhite-males, as indicated in Table IV, demonstrated significantly different responses on items 1 and 26. Nonwhite-females demonstrated significantly different responses to item 10, as shown in Table V.

As a result of the analysis of data, it became necessary to make the following decision in regard to Hypothesis 1:

> There is no statistically significant difference between percentages of responses toward school between participants and nonparticipants in school activities by gender and race. Rejected.

Chi-Square Tests of Significant Differences for Correlated Data

For the second hypothesis, using correlated data to determine if these students changed attitude during the year, the change of responses for the individuals was tabulated and subjected to the McNemar Coefficient of Change. The formula used is illustrated in Chapter III.

Tables VI and VII display the results of this test for significance.

TABLE VI

CHI-SQUARE YIELDS OF CHANGE FROM FALL TEST TO SPRING TEST

CORRELATED DATA

	WHITE-MALE		WHITE-FEMALE	
	Participants	Nonparticipants	Participants	Nonparticipants
1.	.57	6.66*	3.27	3.50
2.	.05	1.16	.32	.48
3.	2.77	.96	4.08*	7.58*
4.	.25	6.13*	1.13	1.45
5.	1.79	1.39	2.78	.17
6.	3.76	10.03*	15.04*	9.48*
7.	.07	10.81*	4.27*	11.11*
8.	.70	.30	3.23	6.32*
9.	.03	.03	.14	.00
10.	.00	.05	.00	.07
11.	.24	.32	.05	.40
12.	.36	.00	.00	1.39
13.	3.12	1.44	9.63*	6.04*
14.	2.29	5.26*	4.90*	1.25
15.	3.27	1.88	6.05*	4.65*
16.	2.13	6.86*	5.33*	7.68*
17.	2.88	11.28*	9.03*	.89
18.	6.50*	9.48*	6.05*	.32
19.	.00	5.50*	1.79	6.86*
20.	1.07	.64	4.05*	1.50
21.	2.77	16.00*	5.88*	1.89
22.	.06	.00	.41	1.57
23.	2.12	9.33*	.36	5.88*
24.	.00	.04	.08	.04
25.	.03	5.30*	.64	.05
26.	2.04	1.63	20.25*	1.39
27.	.64	.76	2.12	3.76
28.	8.47*	8.65*	10.23*	9.60*
29.	.00	.36	.50	4.08*
30.	.00	5.81*	.17	1.45

Yield of 3.84 is significant at the .05 level.

* Indicates significant differences.

N = 80 on the four categories listed in Table VI.

All significant differences were from a positive attitude to a negative attitude.

TABLE VII

CHI-SQUARE YIELDS OF CHANGE FROM FALL TEST TO SPRING TEST

CORRELATED DATA

	NONWHITE-MALE		NONWHITE-FEMALE	
	Participants	Nonparticipants	Participants	Nonparticipants
	N = 35	N = 21	N = 16	N = 8
1.	1.50	1.33	.50	.50
2.	.36	.00	.25	.25
3.	1.45	.25	.00	.50
4.	.00	.50	.00	.00
5.	.00	.80	.00	.25
6.	4.00*	.00	.50	.00
7.	.00	.17	.13	1.33
8.	.25	.17	.80	.00
9.	.00	.25	.08	.50
10.	.00	1.33	.50	.00
11.	.00	.13	.67	1.33
12.	.80	.00	.00	.00
13.	4.17*	.57	.13	.17
14.	2.25	.00	.50	.00
15.	.36	.25	.50	.00
16.	.17	2.25	.00	.00
17.	.00	.00	.80	.00
18.	.44	1.33	.99	.25
19.	.13	.00	.00	.50
20.	.00	1.33	.00	.00
21.	.44	.25	1.33	1.33
22.	.80	.57	.17	.00
23.	.57	.17	.50	.50
24.	.17	.25	.50	.50
25.	1.12	.00	.13	.50
26.	1.13	1.13	.00	.00
27.	3.13	.50	.17	.00
28.	.57	.17	1.50	.00
29.	.00	.00	.00	.00
30.	.17	.00	.00	.00

Yield of 3.84 is significant at the .05 level.

* Indicates significant differences.

All significant differences were from a positive attitude to a negative attitude.

As demonstrated in Tables VI and VII, the subjects did change their attitude responses from fall to spring. All significant changes were from a positive to a negative position. White-male participants demonstrated significantly changed responses on items 18 and 28. White-male nonparticipants had changed significantly responses on items 1, 4, 6, 7, 14, 16, 17, 18, 19, 21, 23, 25, 28, and 30. White-female participants were changed significantly on responses on items 3, 6, 7, 13, 14, 15, 17, 18, 20, 21, 26, and 28. White-female nonparticipants were changed significantly on items 3, 6, 7, 8, 13, 15, 16, 19, 23, 28, and 29. Nonwhite-male participants demonstrated significant change of attitude responses on items 6 and 13. The three remaining categories of nonwhite subjects were not changed significantly. The Mid-Del system does not have a large enough nonwhite enrollment to measure change adequately with the instrument and technique used.

Because of the demonstrated statistical tests of significant change, the following decision was made in regard to Hypothesis 2:

> There is no statistically significant difference between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race. Rejected.

Effects of the Collected Data on the Stated Hypotheses

On the basis of the information revealed in the statistical analysis, the following statements can be made:

1. There were significant differences between percentages of responses in attitude toward school between sophomore participants and nonparticipants in school activities

by gender and race as demonstrated by the chi-square test of differences for independent data.

2. There were significant differences between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race as demonstrated by the chi-square test of differences for change using correlated data.

In accordance with the findings it was necessary to respond to the null hypotheses in the following manner:

H_o1: There is no statistically significant difference between percentages of responses in attitude toward school between sophomore participants and nonparticipants in school activities by gender and race. Rejected.

H_o2: There is no statistically significant difference between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race.

Response to H_o2 is as follows:

White-male participant----------Rejected.

White-male nonparticipant----------Rejected.

White-male participant----------Rejected.

White-female nonparticipant----------Rejected.

Nonwhite-male participant----------Not Rejected.

Nonwhite-male nonparticipant--------Not Rejected.

Nonwhite-female participant---------Not Rejected.

Nonwhite-female nonparticipant------Not Rejected.

All information from the cover sheet of the data-gathering instrument concerning reasons for nonparticipation and ways to improve the activities programs is reported in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The combined problem of this study was (1) to determine whether the attitude toward school of high school sophomores was affected by participation in a student activity and (2) if the students' attitude changed during the course of the school year. More specifically, was there a difference in the attitude between participants and nonparticipants, and did their attitudes change between fall and spring?

The study was designed to test the following hypotheses:

H_o1: There is no statistically significant difference between percentages of responses toward school between sophomore participants and nonparticipants in school activities by gender and race.

H_o2: There is no statistically significant difference between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race.

In order to test these propositions, the following procedures were used in the study:

An examination of the related literature described in Chapter II revealed the nature of previous research conducted on the differences in grades, achievements, and dropout rates between participants and non-participants in school activities. Attitude and attitude change were frequent topics for behavioral researchers.

The "Illinois Inventory of Pupil Opinion, Secondary-School Form" was chosen as a data-gathering instrument. It was converted by the investigator to the usage of dichotomous responses, in order to give a consistency of ratings and to facilitate the statistical analysis.

Split-half reliability, using the Spearman-Brown formula, was established at .743 and was adequate for the study. There were 30 statements in the inventory--eighteen positive and twelve negative.

The statements contained in the instrument were submitted to a panel of competent judges in an effort to achieve content validity. The instrument also was submitted to a group of twelve teachers at Del City High School.

The principal of each school was contacted for permission to use the sophomore English teachers for the administration of the inventories, once in the fall and once in the spring. English department chairpersons were informed both of the purpose of the study and of techniques for administering the inventories. The chairpersons instructed the teachers and distributed and collected the inventories. The inventories were distributed, administered, collected, and tabulated for statistical analysis in November and April.

Findings

Significant findings of the study were as follows:

H_o1: There is no statistically significant difference between percentages of responses toward school between sophomore participants and nonparticipants in school activities by gender and race.

There were significant differences found in the attitudes toward school between participants and nonparticipants as found by the inventory. For the category white-male there were significant differences on seventeen of the thirty items; for the white-female there were significant differences on eighteen items. For the nonwhite-male there were two, and for the nonwhite-female, one. On the basis of these findings it was necessary to reject the null hypothesis.

H_o2: There is no statistically significant difference between percentages of responses in change of attitude toward school during the school year among sophomore participants and nonparticipants in school activities by gender and race.

Significant changes of attitude from those measured in the fall registered on the data-gathering instrument in the spring. These differences were a change from a positive to a negative attitude. For white-male participants, significant differences were found on two items and lower percentage of positive attitude choices on twenty-five of thirty items; for white-male nonparticipants, significant differences were found on fourteen items. For white-female participants, significant differences were found on twelve items; for white-female nonparticipants, differences on eleven items. For nonwhite-male participants, there were differences on two items. For the categories nonwhite-male nonparticipants, nonwhite-female participants, and nonwhite-female nonparticipants, there were no significant differences.

On the basis of the findings it was necessary to reject the null hypothesis for four of the eight categories.

The two hypotheses of this study were rejected on the basis of the information revealed in the chi-square test of significant differences for independent data and the chi-square test of significant differences in changes for correlated data.

Conclusions

While this study and resulting conclusions are appropriate to the Mid-Del system, there are inferences for many schools and students in similar geographic and social environments.

1. It was concluded that students who participated had a major advantage over nonparticipants. This advantage enabled them to approach more closely the goals of the schools. The classroom environment in itself is not enough to facilitate the attainment of these goals. The nonparticipant may more readily become alienated and thwarted from reaching these goals. This advantage for participants is of such magnitude that the schools should encourage participation for every student. For the student, activities participation is as important as curriculum, guidance, and discipline. To assist such goals as educational aspiration, prevention of dropouts, relevance of studies, relationship with faculty, and relationships with fellow students, evidence indicates that schools should commit funds and implement programs to afford all students a chance to participate in some form of activity. The faculty and administration need to be apprised as to the urgency and importance of activities which afford informal interpersonal contact and of their own impact as informal role models. The schools should help students

overcome difficulties in participation because of personal economic conditions, lack of program, employment, or other reasons.

2. It was concluded that there had been a deterioration of attitude from the beginning of the school year to the end. White male participants, whose major area of participation was athletics, were in contact with coaches and programs throughout the school year. These participants' attitudes did not deteriorate as much as those of the other measurable categories. Female participants' attitude deteriorated considerably during the course of the year, even though by spring their attitude was still more positive than that of the nonparticipating female on twenty-seven of thirty items. This deterioration points to the need to develop year-long activities programs involving the entire student body. Faculty members also should become more involved.

Recommendations

Evidence presented in this study does not necessarily support, but does suggest certain factors concerning differences in attitude between participants and nonparticipants, and attitude change between the fall and spring inventories.

The positive attitude displayed by the participant over the nonparticipant is illustrated in the percentage tables. (See Appendix C.) White-male participants demonstrated higher positive attitude choices on twenty-six of thirty items. White-female participants had a more positive attitude on twenty-seven; nonwhite-male participants on twenty-three, and nonwhite-female participants on twenty-six.

The importance of the informal relationships between the student and the school's representatives, such as teachers, administrators,

and coaches, is borne out. The largest category of significantly different items dealt with the student-faculty relationship.

Participants indicated a significantly more positive attitude on the following statements:

Item 2. Most of my teachers know the students' abilities, interests, and special needs.

3. In general, I am satisfied with the way I am treated by the principal, vice principals and teachers.

6. The principal, vice principals and teachers treat students fairly.

11. My teachers care about me as a person.

14. The teachers are willing to give help with school work.

Investigation of the literature dealing with dropouts points to the conclusion that dropouts are seldom involved in any school activities.

Participants showed significantly higher positive attitudes on these dropout-related statements:

Item 5. I feel that I am "one of the gang" in my school.

9. Most of my friends don't like this school.

10. If I could, I would quit school.

19. Most of my friends would quit school if they could.

Alienation of the nonparticipating student is a serious problem. The activities program presents a vehicle for interpersonal relationships, not only among students, but also between students and faculty. A nonparticipating student has less opportunity to form informal relationships since the classroom has an underlying grade achievement stratification and classroom discipline discourages interpersonal exchange.

The segment of the investigation concerning positive attitudes over relevance of studies supported previous investigations into grade superiority of student participants over nonparticipants.

The following items showed significant differences in the responses of participants as compared to nonparticipants:

Item 18. Very little of what I am studying will ever be useful to me.

23. Very little is being taught here that should be taught.

27. Regardless of what my grades are, I would say "I am learning a lot" this year.

Not only were there changes in attitude response between fall and spring, but these changes indicated a deterioration of attitude.

The changes were not equal among all groups; white-male participants showed less change than the others. One possible explanation for this is that sports--a major area for participation by males--constitutes a year-round program, with the participants and coaches in close contact throughout the school year. Many of the white-female participants are in pep clubs, which discontinue activities at the end of the winter sports season.

The nonwhite enrollment in Mid-Del schools is small. This lack of numbers enrolled hindered measurement of change in attitude in the nonwhite categories.

There were two areas which showed significant change in two or more of the student categories:

<u>Being Treated Fairly</u>

Item 6. The principal, vice principals, and teachers treat students fairly.

13. The students in our school treat one another fairly.

Irrelevance of School Work

Item 17. I am getting as much as I can from school work.

18. Very little of what I am studying will ever be useful to me.

21. I consider the teaching methods used in our school to be good.

23. Very little is being taught here that should be taught.

The largest change of attitude occurred on Item 26 among white female participants:

> Our school has as much equipment for instruction and recreation as other schools.

The white-female participants in athletics were the students responsible for the great change on this item. Their change from a positive response to a negative response is explainable. During the 1976-77 school year, there was considerable effort by persons interested in female athletics to establish programs. Often these programs involved sharing traditionally male-used facilities. The school newspaper reported controversial meetings and confrontations over sharing these facilities and over the formation of new female athletic programs. It is reasonable to assume that, as female programs gain equity, this will no longer be a problem.

Reasons for Nonparticipation

In response to the open-ended form of the spring inventory, the nonparticipants listed as reasons for not participating:

Lack of interest	221
Working	126
Transportation	54

Money	40
Time	21

The students' listing of working as a reason for nonparticipation is viewed by the investigator as quite important. Records show that the incidence of working students in the Mid-Del district increases greatly during the junior and senior years of school. This incidence of working students missing the opportunity for participation in school life is a cause for considerable concern among educators.

In response to the question, "What is wrong with the activities program?" students not already participating in activities answered, in rank order, as follows:

1. Cliquishness of activities people
2. Complaints about the sponsors
3. Overemphasis of football

In response to the question, "In what other activities might you participate if they were offered?" they answered as follows, in rank order:

Sports

1. Soccer
2. Gymnastics
3. Volleyball
4. Bowling
5. Tennis

Nonsports Clubs

1. Motorcycle club
2. Dance club
3. Car club
4. ROTC
5. Agriculture club

The desire for sports as a recreational activity was listed by the majority of nonparticipants. The responses frequently used the term intramural or recreational.

Students already participating in activities also were asked questions regarding improvement and what other activities might interest them. They cited as complaints:

1. Dissatisfaction with sponsors
2. Lack of organization
3. Overemphasis of football
4. Overemphasis of performing choral groups
5. Snobbishness of athletes

They listed as suggestions for improvement:

1. More participation
2. More equal funding
3. More activities
4. More facilities (tennis, swimming pools, play areas)
5. More spirit

They also listed as one of the main improvements more sports on an intramural level. Listed in rank order, the sports they suggested were:

Sports

1. Soccer
2. Swimming
3. Volleyball
4. Bowling
5. Tennis

Nonsports

1. Photography club
2. ROTC
3. More languages
4. Spirit club uniforms

The following recommendations are presented as steps toward a model activities program:

1. It is recommended that activities programs be incorporated into the regular school day.

2. It is recommended that increased activities programs, based on the desires of the students, be instituted for all students.

3. It is recommended that activities programs be planned to carry through the full course of the year.

4. It is recommended that teachers, counselors, and parents be informed of the impact informal involvement in activities programs has on the students' lives and on their reaching educational goals.

Recommendations for Further Research

The following recommendations were presented as a result of the conclusions previously stated:

1. It is recommended that this study be duplicated using a sample from a broad population of students from various high schools to verify and generalize the findings.

2. It is recommended that a study concerning the effects of participation on attitude be undertaken in schools where nonwhite enrollments are high.

3. It is recommended that studies on the change of attitude from fall to spring be undertaken using teachers and administrators as subjects.

4. It is recommended that an investigation be made into the causes and future prevention of alienation of students.

BIBLIOGRAPHY

Books

Barker, Roger, and Gump, Paul V. Big School, Small School. Stanford: Stanford University Press, 1964.

Best, Rudyard; Kronenberg, Henry L.; and Boardman, Charles C. Principles of Secondary Education, 6th ed. New York: McGraw-Hill Book Company, 1970.

Cervantes, Lucius F. The Dropout Causes and Cures. Ann Arbor: The University of Michigan Press, 1965.

Coleman, James S. Adolescents and the Schools. New York: Basic Books, Inc., 1965.

_____. The Adolescent Society. New York: The Free Press of Glencoe, 1962.

Conant, James Bryan. The American High School Today. New York: McGraw-Hill Book Company, Inc., 1959.

Frederick, Robert W. Student Activities in American Education. New York: The Center for Applied Research in Education, Inc., 1965.

_____. The Third Curriculum. New York: Appleton-Century-Crofts, Inc., 1959.

Hand, Harold. What People Think About Their Schools. Yonkers-on-Hudson: World Book Company, 1948.

Henderson, George, and Bibens, Robert F. Teachers Should Care. New York: Harper and Row, 1970.

Hollingshead, August B. Elmtown's Youth. New York: John Wiley and Sons, Inc., 1949.

_____. Elmtown's Youth and Elmtown Revisited. New York: John Wiley and Sons, Inc., 1975.

Insko, Chester A. Theories of Attitude Change. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1967.

Karmel, Louis J. Measurements and Evaluations in the Schools. London: The Macmillan Co., Collier-Macmillan Limited, 1970.

Lavin, David E. The Predictions of Academic Performances. New York: Russell Sage Foundation, 1965.

Lemon, Nigel. Attitudes and Their Measurement. New York: John Wiley and Sons, Inc., 1973.

McGown, Harry C. Extra-Curricular Activities. New York: The MacMillan Company, 1952.

McNemar, Quinn. Psychological Statistics. 4th ed. New York: John Wiley and Sons, Inc., 1969.

Miller, Franklin A.; Moyer, James H.; and Patrick, Robert B. Planning Student Activities. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

Murchison, Carl A., ed. Handbook of Social Psychology. New York: Russell and Russell, 1967.

Remmers, H. H. Introduction to Opinion and Attitude Measurement. New York: Harper and Brothers, 1954.

Rickover, H. G. American Education a National Failure. New York: E. P. Dutton and Co., Inc., 1963.

_____. Swiss Schools and Ours: Why Theirs Are Better. Boston: Little Brown and Company, 1962.

Robbins, Jerry H., and Stirling, Williams B. Jr. Student Activities in the Innovative School. Minneapolis: Burgess Publishing Company, 1969.

Roemer, Joseph; Allen, Charles F.; and Fretwell, Elbert. Extra-Curricular Activities in Junior and Senior High Schools. Boston: D. C. Heath and Company, 1926.

Schreiber, Daniel, ed. Profile of the School Dropout. New York: Random House, 1967.

Shaw, Marvin E., and Wright, Jack M. Scales for the Measurement of Attitudes. New York: McGraw-Hill Book Company, 1967.

Sherif, Carolyn W.; Sherif, Muzafer; and Nebergall, Roger E. Attitude and Attitude Change. Philadelphia: W. B. Saunders Company, 1965.

Stroup, Herbert. Toward a Philosophy of Organized Student Activities. Minneapolis: Minnesota Press, 1964.

Triandis, Harry C. Attitude and Attitude Change. New York: John Wiley and Sons, Inc., 1971.

Journals and Periodicals

Bell, James W. "School Dropouts and School Activities," School Activities, Vol. 36 (September, 1964), pp. 4-7.

Estvan, Frank J. "Emerging Priorities for the Young," National Society for the Study of Education Yearbook, Vol. 70, Part I, Bloomington, Illinois, Public School Publishing Company, 1971, pp. 245-259.

Ferguson, Leonard W. "A Study of the Likert Technique of Attitude Scale Construction," Journal of Social Psychology, Vol. 13 (February, 1941), pp. 51-57.

Havighurst, Robert J.; Smith, Frank L.; and Wilder, David E. "The Student Activities Program," Bulletin of the National Association of Secondary School Principals, Vol. 55 (January, 1971), p. 67.

Huber, Joe. "Married Students or Married Dropouts?" Education, Vol. 90, Part II (November-December, 1969), pp. 130-133.

Kline, C. E., and McGrew, C. D. "Student Activities: An Essential Component," Bulletin of the National Association of Secondary School Principals, Vol. 58 (October, 1974), pp. 41-43.

Hudgins, H. C. Jr. "School Law: Seven Decisions That May Affect You," Nations Schools, Vol. 91 (March, 1973), p. 37.

Koos, Leonard V. "Analysis of the General Literature of Extracurricular Acvities," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II (1926), pp. 9-12.

Mullins, J. Dale. "Activity Programs in Oklahoma: A Report to the Profession," Student Activities, Vol. 33 (March, 1962), p. 197.

Ogilvie, Bruce C., and Tutko, Thomas. "Sport: If You Want to Build Character Try Something Else," Psychology Today, Vol. 5 (October, 1971), pp. 61-63.

Rehberg, Richard, and Schafer, Walter E. "Participation in Inter-Scholastic Athletics and College Expectations," American Journal of Sociology, Vol. 73 (May, 1968), pp. 732-740.

Rizzo, Michael. "Active Activities Program," Clearing House, Vol. 44, No. 3 (November, 1969), pp. 182-184.

Schafer, Walter E., and Armer, Michael J. "Athletes Are Not Inferior Students," Transaction, Vol. 6 (November, 1968), pp. 21-26.

Snepp, Daniel W. "Can We Salvage the Dropouts?" Clearing House, Vol. 31 (September, 1956), pp. 49-54.

Snyder, Eldon E. "A Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation, and Educational-Occupational Achievement," Sociology of Education, Vol. 42 (Summer, 1969), pp. 261-270.

Spady, William G. "Status, Achievement, and Motivation in the American High School," School Review, Vol. 79 (May, 1971), pp. 379-403.

Stanley, David. "Care and Feeding of a Good Activity Program," Clearing House, Vol. 46 (January, 1972), pp. 301-308.

Stokes, Russell Jr. "Assistant Principal's Student Activities Arena," Bulletin of the National Association Secondary School Principals, Vol. 57 (October, 1973), pp. 62-69.

Swanson, A. M. "The Effect on High School Scholarship of Pupil Participation in Extra-Curricular Activities," School Review, Vol. 32 (October, 1924), pp. 613-626.

Thomas, Robert Jay. "An Empirical Study of High School Drop-outs in Regard to Ten Possibly Related Factors," Journal of Educational Sociology, Vol. 28 (September, 1959), pp. 11-18.

Thompson, Barbara L. "Secondary School Pupil's Attitudes to School and Teacher," Educational Research, Vol. 18 (November, 1975), pp. 62-66.

Van Pool, Gerald. "As the Editor Sees It," School Activities, Vol. 39 (March, 1968), pp. 2-7.

Wagoner, Jennings Jr.; Glatt, Charles A.; and Gaines, William A. "Student Relationships and Activities in Desegregated Schools," High School Journal, Vol. 54 (December, 1970), pp. 188-201.

Unpublished and Special Sources

Daily Oklahoman, September 25, 1975, p. 1.

Fact Finding Committee, "Report to the Board of Education," Oklahoma City School Board, September 25, 1975, (Mimeographed).

Mullins, Jesse Dale, "An Analysis of the Activity Programs in the Public High Schools in Oklahoma," Unpublished doctoral dissertation, University of Oklahoma, 1961.

Rogers, Carroll, "A Study of the Relationship Between Participation in Student Activities and Scholastic Achievement in Selected Oklahoma High Schools," Unpublished doctoral dissertation, University of Oklahoma, 1970.

Microfilm

Kassera, Wayne J., and Peterson, Bruce O. "Identification of Student Needs and Desires for Educative Experience Other Than Those Found in the Classroom Experience," Department of Health Education and Welfare, ERIC No. 05342 (May, 1969).

Kentucky Department of Education, Bureau of Instruction, Office of Curriculum Development, ERIC No. 072537 (1972).

Rehberg, Richard A., and Schafer, Walter E. "Participation in Student Activities as Variables in the Educational Attainment and Expectation Process," ERIC No. 074408 (February, 1973).

APPENDIXES

APPENDIX A

STUDENTS' ATTITUDE TOWARD SCHOOL INVENTORY

(Fall Cover Sheet)

A. What was the name of the school you attended last year? _____

B. What school do you attend this year? _____

C. What grade are you in? _____

D. Sex: Male_____ Female_____

E. H.E.W. Classification (mark one)

Asian or Pacific Islander____ American Indian or Alaskan Native____

Black____ Hispanic____ White____

F. Are you participating in school activities? _____

G. If the answer above was yes, check the following appropriate areas:

Athletics	____	Yearbook Staff	____
Instrumental Music	____	Newspaper Staff	____
Vocal Music	____	Student Council	____
Plays	____	Debate or Speech Contests	____
Pep Club	____	Other _____	
		(please list)	

Please consider carefully the following questions, answering each with the choice thatcomes closest to being your own honest opinion. All information is confidential.

PLEASE ANSWER EVERY QUESTION	CIRCLE your answer AGREE	DISAGREE
1. In general, I am satisfied with my school.	A	D
2. Most of my teachers know the students' abilities, interests, and special needs.	A	D
3. In general, I am satisfied with the way I am treated by the principal, vice principals, and teachers.	A	D
4. My parents are satisfied with the school.	A	D
5. I feel that I am "one of the gang" in my school.	A	D
6. The principal, vice principals, and teachers treat students fairly.	A	D
7. Most of my friends don't like this school.	A	D
8. Teachers are too changeable in their discipline, sometimes too strict, sometimes not strict enough.	A	D
9. The differences in discipline among teachers keeps the students from getting as much as they could from school work.	A	D
10. If I could, I would quit school.	A	D
11. My teachers care about me as a person.	A	D
12. School discipline here is too strict.	A	D
13. The students in our school treat one another fairly.	A	D
14. The teachers are willing to give help with school work.	A	D
15. I am able to take part in as many student activities as I want.	A	D
16. We have about the right amount of homework.	A	D
17. I am getting as much as I can from school work.	A	D

PLEASE ANSWER EVERY QUESTION		CIRCLE your answer: AGREE	DISAGREE
18.	Very little of what I am studying will ever be useful to me.	A	D
19.	Most of my friends would quit school if they could.	A	D
20.	School discipline here is not strict enough.	A	D
21.	I consider the teaching methods used in our school to be good.	A	D
22.	It takes too much money to take part in school life.	A	D
23.	Very little is being taught here that should be taught.	A	D
24.	Our school is overcrowded.	A	D
25.	Students who have little money miss out on most activities.	A	D
26.	Our school has as much equipment for instruction and recreation as other schools.	A	D
27.	Regardless of what my grades are, I would say "I am learning a lot" this year.	A	D
28.	The school rooms, halls, rest rooms, and grounds are kept clean.	A	D
29.	In general, I am proud of my school.	A	D
30.	Compared to the other area high schools, ours is one of the best.	A	D

(Spring Cover Sheet)

A. What was the name of the school you attended last year? _____

B. What school do you attend this year? _____

C. What grade are you in? _____

D. Sex: Male _____ Female _____

E. H.E.W. Classification (mark one)

Asian or Pacific Islander _____ American Indian or Alaskan Native _____

Black _____ Hispanic _____ White _____

F. Are you participating in school activities? _____

G. If the answer above was yes, check the following appropriate areas:

Athletics	_____	Newspaper Staff	_____
Instrumental Music	_____	Yearbook Staff	_____
Vocal Music	_____	Student Council	_____
Plays	_____	Debate or Speech Contests	_____
Pep Club	_____	Other _____ (please list)	

H. If you are participating in activities, what could be done to improve them?

I. If you are not participating, please indicate why:

Transportation _____ Money _____ Work _____ Lack of Interest _____

Other reasons:

J. In what other activities might you participate if they were offered?

Please consider carefully the following questions, answering each with the choice that comes closest to being your own honest opinion. All information is confidential.

(You may use other side for further comment)

APPENDIX B

LIST OF JUDGES

Panel of Judges who assisted in the validation of the Students' Attitude Toward School Inventory.

Dr. Robert F. Bibens
Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. Charles Butler
Associate Professor of Education
University of Oklahoma
Norman, Oklahoma

Mr. Gerald Dawkins
Principal
Carl Albert High School
Midwest City-Del City Schools

Mr. Dale Ernst
Principal
Central Mid-High
Norman Public Schools

Mr. Leo Holland
Principal
Del City High School
Midwest City-Del City Schools

Mr. Jack Kale
Principal
Midwest City High School
Midwest City-Del City Schools

Mr. Dan Lovett
Principal
West Mid-High
Norman Public Schools

Dr. Jack Parker
Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. John Seaberg Jr.
Associate Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. Glenn R. Snider
Professor of Education
University of Oklahoma
Norman, Oklahoma

APPENDIX C

BASIC DATA

FIRST SURVEY (FALL-1976)

RACE (WHITE)

	MALE				FEMALE			
	Part.		Nonpart.		Part.		Nonpart.	
Item number	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents
1.	253	91.7	88.8	170	336	94.6	92.1	115
2.	250	65.6	49.7	169	331	66.8	47.4	116
3.	254	93.3	73.9	161	330	93.9	82.5	114
4.	256	94.9	92.2	166	331	97.3	91.5	117
5.	249	79.1	69.9	166	328	82.9	67.0	115
6.	251	87.6	72.7	165	321	86.0	67.2	116
7.	253	87.4	65.3	170	328	90.9	72.2	115
8.	254	40.6	34.1	164	329	46.5	46.9	113
9.	249	52.6	54.9	164	328	57.9	51.8	110
10.	253	92.1	74.4	168	334	93.7	75.2	117
11.	246	70.3	47.0	164	329	74.8	57.0	114
12.	245	88.6	66.7	168	329	92.4	77.4	115
13.	248	57.3	62.0	163	324	53.7	48.2	112
14.	252	91.3	83.7	166	326	92.9	83.5	115
15.	251	85.7	79.6	162	334	88.9	75.9	116
16.	251	76.9	60.5	167	335	71.6	67.0	115
17.	249	61.8	62.2	164	334	69.5	65.5	113
18.	247	72.5	55.5	164	331	77.3	56.0	116
19.	243	81.1	51.0	163	331	86.7	62.3	114
20.	245	87.8	88.2	161	333	88.6	90.4	115
21.	247	82.6	74.7	162	329	88.8	76.1	113
22.	252	73.9	53.4	161	327	59.0	54.0	113
23.	250	84.4	75.9	166	329	91.0	81.4	113
24.	250	74.4	69.7	165	333	78.7	72.3	112
25.	248	47.6	40.0	160	332	29.8	26.8	112
26.	247	74.9	69.6	161	329	74.2	80.9	115
27.	251	85.7	70.2	161	334	85.6	71.3	115
28.	243	82.3	73.3	161	330	89.4	81.7	115
29.	247	95.1	83.8	167	336	97.3	84.8	112
30.	249	92.0	87.7	162	336	94.9	90.4	114

FIRST SURVEY (FALL-1976)

RACE (NONWHITE)

	MALE				FEMALE			
	Part.		Nonpart.		Part.		Nonpart.	
Item number	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents
1.	37	89.2	59.1	22	32	90.6	78.6	14
2.	36	50.0	63.6	22	32	59.4	57.1	14
3.	36	86.1	70.0	20	32	96.9	84.6	13
4.	35	94.3	85.7	21	32	93.8	92.3	13
5.	37	64.9	77.3	22	32	59.4	53.8	13
6.	36	69.4	45.4	22	32	90.6	85.7	14
7.	37	73.0	47.6	21	32	81.2	64.3	14
8.	35	22.9	45.5	22	31	41.9	35.7	14
9.	35	45.7	36.8	19	32	59.4	50.0	14
10.	37	83.8	72.7	22	32	96.8	71.4	14
11.	36	55.6	54.5	22	32	75.0	53.8	13
12.	37	73.0	65.0	20	31	93.1	76.9	13
13.	35	60.0	60.0	20	32	46.9	46.2	13
14.	37	73.0	72.7	22	32	87.5	83.3	12
15.	37	67.6	63.6	22	32	78.1	57.1	14
16.	37	62.2	52.4	21	32	71.9	50.0	14
17.	37	59.5	68.2	22	32	65.6	76.9	13
18.	36	61.1	63.6	22	30	66.7	57.1	14
19.	36	63.9	50.0	22	31	74.2	46.2	13
20.	37	83.8	95.5	22	32	87.5	92.9	14
21.	37	75.7	68.2	22	32	78.1	75.0	12
22.	36	66.7	57.1	21	31	71.0	42.9	14
23.	37	75.7	66.7	21	31	80.6	57.1	14
24.	35	65.7	59.1	22	32	87.5	77.0	13
25.	36	27.8	36.4	22	32	21.9	28.6	14
26.	37	75.7	45.5	22	32	65.6	69.2	13
27.	35	71.4	71.4	21	31	83.9	78.6	14
28.	36	80.6	66.7	21	32	93.8	84.6	13
29.	35	82.8	70.0	20	32	90.6	75.0	12
30.	37	86.5	66.7	21	32	90.6	66.7	12

LAST SURVEY (SPRING-1977)

RACE (WHITE)

	MALE				FEMALE			
	Part.		Nonpart.		Part.		Nonpart.	
Item number	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents	No. of respondents	Pct. positive response	Pct. positive response	No of respondents
1.	252	89.7	76.1	201	341	88.0	80.1	165
2.	252	63.5	55.9	204	336	65.5	57.8	166
3.	244	79.1	66.7	201	341	84.2	70.1	164
4.	245	91.8	87.1	202	338	89.3	84.8	165
5.	246	84.6	69.3	199	335	74.9	65.4	161
6.	245	73.1	51.8	195	333	68.5	61.5	161
7.	252	83.3	58.6	198	335	81.8	56.4	165
8.	252	34.5	33.8	201	335	36.4	29.7	165
9.	253	51.0	43.9	196	335	53.7	52.1	163
10.	252	94.0	76.5	204	337	92.9	80.4	163
11.	248	65.7	45.1	204	332	70.2	52.8	161
12.	249	84.3	68.6	194	335	88.4	74.7	162
13.	247	54.3	47.5	200	332	42.2	46.3	164
14.	245	84.9	73.1	197	335	83.9	79.5	161
15.	253	82.2	70.6	201	340	79.7	65.9	164
16.	252	71.4	57.1	203	339	74.9	62.2	164
17.	253	48.2	42.8	201	338	54.4	50.3	165
18.	252	60.3	39.3	201	336	68.5	53.9	165
19.	249	79.9	49.0	194	339	82.3	51.0	164
20.	252	81.0	84.8	197	338	82.8	87.9	165
21.	252	77.4	65.3	199	340	80.0	74.8	163
22.	249	73.9	62.0	200	338	58.6	50.9	163
23.	252	74.6	58.6	198	335	84.8	74.2	163
24.	253	76.7	73.2	194	334	80.2	67.3	165
25.	248	40.7	31.3	201	336	25.9	22.5	160
26.	244	58.2	68.4	196	333	56.8	67.7	164
27.	250	82.0	68.2	201	332	80.4	62.4	165
28.	246	69.5	64.8	196	338	78.1	69.7	165
29.	248	93.5	72.7	194	335	94.0	78.0	164
30.	248	94.0	72.3	195	335	89.3	82.4	165

LAST SURVEY (SPRING-1977)

RACE (NONWHITE)

	MALE				FEMALE			
	Part.		Nonpart.		Part.		Nonpart.	
Item number	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents	No. of respondents	Pct. positive response	Pct. positive response	No. of respondents
1.	34	76.5	86.4	22	21	76.2	55.5	9
2.	34	70.6	50.0	20	21	52.4	44.4	9
3.	34	73.5	61.9	21	21	95.2	55.5	9
4.	33	87.9	85.7	21	21	95.2	100.0	9
5.	32	65.6	68.2	22	21	52.4	44.4	9
6.	30	53.3	45.5	22	21	76.2	77.8	9
7.	34	73.5	68.2	22	21	57.1	33.3	9
8.	34	26.5	23.8	21	21	19.0	33.3	9
9.	34	58.8	40.9	22	21	52.4	66.7	9
10.	32	90.6	68.2	22	21	90.5	77.8	9
11.	34	64.7	50.0	22	20	65.0	66.7	9
12.	33	78.8	61.9	21	20	80.0	77.8	9
13.	34	44.1	50.0	22	21	47.6	66.7	9
14.	32	90.6	72.7	22	21	85.7	77.8	9
15.	34	70.6	86.4	22	21	76.2	55.5	9
16.	30	76.7	66.7	21	20	71.4	66.7	9
17.	34	50.0	63.6	22	21	61.9	77.8	9
18.	34	61.8	45.0	20	21	52.4	55.5	9
19.	34	58.8	57.1	21	20	75.0	55.5	9
20.	32	78.1	72.7	22	21	95.2	77.8	9
21.	34	61.8	61.9	21	21	81.0	55.5	9
22.	32	78.1	66.7	21	21	66.7	33.3	9
23.	34	76.5	50.0	20	21	71.4	55.5	9
24.	34	82.4	59.1	22	21	90.5	55.5	9
25.	34	50.0	52.4	21	21	28.6	0.0	9
26.	32	46.9	81.8	22	21	66.7	77.8	9
27.	32	78.1	75.0	20	21	66.7	88.9	9
28.	32	62.5	57.1	21	21	61.9	75.0	8
29.	33	81.8	71.4	21	21	85.7	75.0	8
30.	33	69.7	75.0	20	21	85.7	77.8	9

APPENDIX D

REPORT OF FACT FINDING COMMITTEE

(Presented 9/26/75)

The Fact Finding Committee appointed by the Board of Education was established to determine:

1. The causes of the incident.
2. The kind of program we want to pursue in the future in terms of long-range planning of human relations and security with regard to problems of this nature in the future.

The Committee was composed of the following:

The Rev. Dene Brown, Board Member, Chairman
Floyd Donwerth, Board Member
Freddye Williams, Board Member
Jim Johnson, Director of High Schools
Jerry Rippetoe, Director of Middle Schools
John Sedberry, Director of Secondary Personnel
Annetta McCoy, Human Relations Consultant
Mike Barlow, Grant teacher
Christine Baugh, Grant teacher
Evelyn Brown, Grant teacher
Thelma Parks, Grant counselor
Vera Dade, Grant patron
Rosa Fisk, Grant patron
Leo Hise, Grant patron
Bob Lee, Grant patron
Ouida Pierson, Grant patron
The Rev. Fred Knight, Grant patron
Ron Harris, Grant patron
Mary Connel, Grant patron
Andre Francisco, Grant student
Vanessa Walker, Grant student
Steve Diguisti, Grant student
James Young, Grant student

The Fact Finding Committee received much input on the U.S. Grant crisis from the school's administration, teachers, students and parents. From this input, the Committee feels it has information and evidence as to many of the causes of the unrest and conflict at the school. To remove these germs of conflict, there will need to be detailed planning,

some further investigation, and an ongoing program of preventive action.

This Committee makes the following recommendations to the Superintendent of Schools, Dr. Tom Smith, for the current school year (1975-76), in an attempt to prevent further problems at U.S. Grant High School.

Supt. 1

Security at this time is imperative to a stabilized social, emotional and academic climate. It seems to be adequate in its present state for the immediate purpose for which it was designed. Therefore, we recommend that the manpower of the security force (police and school security officers) be retained in numbers as it presently exists, until such time as the school administration in collaboration with experts in the field of security, can reach some consensus on what is adequate security and supervisory personnel for the school. In the vein of supervisory personnel within the building, plans should include monitoring those entrance and exit doors that are not readily observable by teachers and/or administrators and a plan for identifying students and visitors.

Supt. 2

Security of the campus entails controlling the flow of traffic in and out of the parking areas and preventing unauthorized personnel from loitering on the campus and entering the building. We recommend to the Superintendent that the appropriate department of the Central Office Administration begin a dialogue with the administration of U. S.

Grant High School immediately, and from this dialogue, recommendations for campus security be made to the Superintendent of Schools.

Supt. 3

The Committee recommends to the Superintendent, that an early activity bus be provided to allow students not living in the Grant area an opportunity to be involved with the extracurricular activities at school.

Supt. 4

The Committee recommends to the Superintendent that the appropriate Central Office Staff be directed to provide "assistance buttons" for each room at Grant including the portable buildings.

Supt. 5

To reduce racial conflict and promote a climate of harmony among administrators, teachers and students, we recommend to the Superintendent of Schools that programs of human relations therapy be initiated immediately under the leadership of the Consultant of Human Relations of the Oklahoma City School System. We further recommend, that parents be invited to participate in these sessions. Conflict is reduced, harmony advanced and the learning probability enhanced when there is cordiality, a common purpose and a climate conducive to academic pursuits.

Board 1

After examining and discussing portions of the Guidelines for Behavior--Rights and Responsibilities, as adopted by the Board of

Education (August 11, 1975); the Committee found general support for it, but noted some skepticism as to its objective interpretation and application. There were misconceptions about the role of the principal in handling discipline. Opinions surfaced to the effect that the principal's authority in discipline was regimented by the Board of Education, Central Office Administration and pressures from the community and the Biracial Committee. Therefore, for emphasis and clarification, the Fact Finding Committee recommends that the Board of Education issue a statement of assurance that discipline at U. S. Grant High School, as well as other Oklahoma City Public Schools, will be administered impartially and objectively in accordance with the Guidelines for Behavior as adopted by the Oklahoma City Board of Education.

Board 2

The Committee recommends that support be given by the Board of Education for more stringent regulations dealing with non-students on the campus of our schools. Legislation and/or City Ordinances should be written so that proper enforcement of these regulations can be made. The Committee suggests that the law be rewritten and strengthened so that a non-student arrested for loitering on school property will be fined an amount which would discourage such violation.

Board 3

The Fact Finding Committee recommends to the Board of Education that a committee of ten persons as listed below be designated as a liaison committee to work with the administration, staff, patrons, and students of U. S. Grant High School in studying, and hopefully, instituting plans of action on the following:

1. A riot control plan for the school.
2. The promotion of student involvement in school activities.
3. The promotion of parent involvement in the school.
4. Student, staff or parent controlled rumor center.
5. Telephone accessibility.
6. Accountability for suspended students when there is a problem in contacting parents and/or transportation home.
7. A reassessment of the role of the counselor.

LIAISON COMMITTEE

Annetta McCoy, Chairperson
Jim Johnson, Central Office
Thelma Parks, Grant counselor
Mrs. Frank Baugh, Grant teacher
Mrs. Evelyn Brown, Grant teacher
Vanessa Walker, Grant student
Andre Francisco, Grant student
Wilma Hise, Grant patron
Ouida Pierson, Grant patron
Jake Diggs, Principal at Grant
(Or representative for Mr. Diggs,
Jerry Rickerts.)

9/29/75

Committee Report Approved.