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**Clear, C. Berkley, Jr.**

**PERCEPTIONS OF SELECTED SCHOOL BOARD MEMBERS, PRINCIPALS,  
AND STUDENTS ON THE SCHOOL ACTIVITY PROGRAM OF CERTAIN  
SECONDARY SCHOOLS**

*East Tennessee State University*

**Ed.D. 1986**

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PERCEPTIONS OF SELECTED  
SCHOOL BOARD MEMBERS, PRINCIPALS, AND STUDENTS  
ON THE SCHOOL ACTIVITY PROGRAM  
OF CERTAIN SECONDARY SCHOOLS

---

A Dissertation  
Presented to  
the Faculty of the  
Department of Supervision and Administration  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
C. Berkley Clear, Jr.

December, 1986

APPROVAL

This is to certify that the Graduate Committee of

C. BERKLEY CLEAR, JR.

met on the

29th day of October, 1986

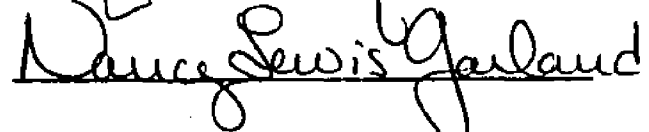
The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council and the Associate Vice-President for Research and Dean of the Graduate School in partial fulfillment of the requirements for the degree Doctor of Education.


  
Chairman, Graduate Committee









  
Associate Vice-President for  
Research and Dean of the Graduate  
School

Signed on behalf of  
the Graduate Council

## ABSTRACT

### PERCEPTIONS OF SCHOOL BOARD MEMBERS, PRINCIPALS, AND STUDENTS AS RELATED TO THE SECONDARY STUDENT ACTIVITY PROGRAM

by

C. Berkley Clear, Jr.

The problem of this study was to determine if there was a significant difference among the expressed perceptions of selected school board members, principals, and students as related to specific aspects of the student activity program.

The sample size of this study consisted of 359 participants in the following groups: school board members, principals, and students. School board members and principals were treated as intact groups while the students were randomly selected and stratified based on sex and rank in class. Each group was described based on demographic data. The t-test for independent samples and analysis of variances were used for statistical analysis.

Eleven research questions, with six responses each, were analyzed according to six aspects of student activities: (a) athletics, (b) academic-class related activities, (c) performing arts, (d) student government, (e) career-oriented activities, and (f) social-oriented activities. A mean score for each group on each activity was calculated for test purposes.

Significant differences were found between (a) school board members and students as related to academic-class related activities, and (b) school board members and students as related to social-oriented activities.

Other important findings included the following:

1. Sixty-seven percent of students lived in the county, not towns or cities.
2. Career-oriented activities were the most popular among students.
3. Middle-ranked students had more favorable perceptions of the student activity program than top-ranked or bottom-ranked students.
4. There is general agreement among school board members, principals, and students concerning the student activity program.

EAST TENNESSEE STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD

PROJECT TITLE: Perceptions of Selected School Board Members, Principals,  
and Students on the School Activity Program of Certain Secondary  
Schools

PRINCIPAL INVESTIGATOR: Berkley Clear

The Institutional Review Board has reviewed the above-titled  
project on (date) September 4, 1986 with respect  
to the rights and safety of human subjects, including matters  
of informed consent and protection of subject confidentiality,  
and finds the project acceptable to the Board.

Ernest G. O'Connell  
(CHAIRMAN)



## Dedication

Individual accomplishments are seldom obtained without the collective support of several people. This dissertation is dedicated with love to the following people:

To my wife, Debbi, who encouraged me to pursue the doctorate, maintained the family during my period of study and residence, typed and proofed all papers and manuscripts, and whose love and support helped me to accomplish what once would have been considered an unobtainable goal.

To my parents, Lucille Clear and the late Berkley Clear, Sr., who sacrificed so that I might have the opportunity to fulfill my educational desires.

To my late brother, Joe, whose courage, conviction, and respect were an inspiration during difficult times.

To my sisters, Sandy and Angie, for their support during this educational experience.

And finally, to my daughters, Amy and Amanda, with the hope that they will strive to reach their potential in all of life's experiences.

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## CHAPTER 1

### Introduction

At one time the only activities of students in school were reading, writing, and arithmetic. Apparently, neither educators, nor students, nor, strangely enough to us today, even parents expected the school to offer more. But time has definitely brought changes to the school system. Gradually, many activities have been introduced to our schools. Indeed, as Gholson (1985) noted, school activities have long been a part of the American school system.

School activities, categorized as athletic, academic class related, performing arts, career oriented, and social oriented, have provided for the total development of the student. School-sponsored activities have historically taken place before school, during school, and after school hours. The activities, all under the direction of the school and the authority of the principal, have taken place in school, on the playgrounds, and at off-campus sites. Researchers have suggested that a recurring objective of the student activity program has been the development of a well-rounded student. The Evaluative Criteria, fifth edition, stated:

Experiences in the student activities program are designed to help meet the leisure, recreational,

social, and emotional interests and needs of all students. These experiences also provide opportunities for self-directed specialization in areas of the curriculum of particular interest to individual students (1978, p. 257).

A recent study sponsored by a national organization (Nation at Risk, 1983) has caused school systems to place a renewed emphasis upon longer school days, better use of available school time, increased requirements for graduation, and more accountability from the school toward developing a more competent graduate. School administrators have been charged with the responsibility of restoring academic integrity to the school system, and many times they accomplished this function by reducing activity programs.

Whether the activities programs became the proverbial "tail wagging the dog" or whether programs met a specific need at a given place or time was not the question of this research project. The purpose was to gather data about the perceptions of selected public school administrators and students concerning the activities program.

#### Statement of the Problem

The problem of this study was to determine if there was a significant difference among the expressed perceptions of selected school board members, principals, and students as related to specific aspects of the student activity program.

### Subproblems

The following subproblems were considered necessary to solve the problem:

1. To trace the development of student activities.
2. To analyze the types of student activities.
3. To identify and appraise the demographic data as it relates to selected school board members, principals, and students.

### Significance of the Study

Secondary schools have historically enhanced the total development of students by offering school-sponsored activities that either expand the curriculum, provide for social development, or both. Opportunities existed in the form of curricular clubs such as math, science, and foreign language; honor societies such as the Beta Club and the National Honor Society; social and service opportunities such as the Key Club and Hi-Y; physical activities provided in the form of athletics; musical groups; theater arts; and student publications in the form of newspapers and year-books. Robert W. Fredrick (1959) reported that student activities comprised the third curriculum in schools. The first and second curriculums were designated as the required subjects and the elective subjects. In essence, these three

curriculums provide for the total school experience of students.

With the recent emphasis upon increasing academic requirements for the secondary student, the value of activity programs has been scrutinized by school officials. Opponents of the activity programs have made a case for the elimination or reduction of the activities so that the student may spend more time on task (Railsback, 1985).

The study was significant to the extent that it addressed a current problem in Southwest Virginia. Members of the Virginia General Assembly have for the last two years introduced legislation that would have increased the academic requirements for participation in school-sponsored activities.

J. W. O'Brien offered the following to the Virginia House of Delegates:

Each school board shall ensure that the primary focus of its schools is to assist students in achieving the knowledge, skills and attitudes specified in the goals of public education in Virginia. To this end, in order to be eligible to participate in any extracurricula activity, a student shall: (i) maintain a grade point average of 1.6 or better or the equivalency thereof; (ii) shall not have failed more than one subject in a grading period and (iii) shall be enrolled in and shall have passed at least five academic

subjects during the previous grading period. In the event the student receives a failing grade on the same subject in two consecutive grading periods, he shall be ineligible to participate in any extracurricular activities during the next grading period following the grading period in which he has received the second failing grade.

Any course for which the student receives academic credit shall not be considered to be an extracurricular activity (A Bill to amend and reenact 22.1-253.7 of the Code of Virginia, relating to Standard 7 of the Standards of Quality, 1986).

Virginia State Senators expressed similar concerns by stating a resolution sponsored by Lambert, Cunningham, Ealey, and Hall:

RESOLVED by the Senate, the House of Delegates concurring, That the General Assembly urges all local school divisions to develop and implement requirements to ensure that students enroll in a full course of studies, pass all subjects, maintain a 2.0 grade point average while participating in extra-curricular activities and initiate remedial and support programs for academically deficient students by the 1986-1987 school year (Senate Joint Resolution No. 55, January, 1986).



Though both pieces of legislation were sent to committee for further study, the resolutions were scheduled to be reintroduced in January of 1987.

Anticipating legislative action, the Virginia High School League initiated a review of its own policies, and, if deemed necessary, decided to implement change instead of waiting for forthcoming legislation. The study was significant because it gave the schools in Southwest Virginia data that was relevant in expressing their view to the entire VHSL.

School board members, principals, and students were chosen for this study to gain perceptions of the policy-making body (school board), policy-implementing body (principals), and those affected by these policies (students).

#### Purpose of the Study

The purpose of the study was to gather data about the perceptions of selected groups and determine if the activity program opportunities provided by the school were viewed in a similar manner by selected school board members, principals, and students. These perceptions were measured by a questionnaire established by the researcher and validated by a selected committee of professionals.

### Limitations of the Study

1. The study was limited to eleven high schools in seven selected school divisions in Southwest Virginia, their school board members, principals, and a selected group of students.

2. The eleven high schools exhibited a homogeneity according to enrollment. These schools were classified as AA schools with enrollments of 501-1,000 students in the top three grades.

3. The study was limited to the perceptions of school board members, principals, and selected students in the following areas of student activities:

- a. athletics
- b. academic class-related
- c. performing arts
- d. student government
- e. career oriented
- f. social oriented

### Definitions of Terms

#### Academic Class-Related Clubs

Subject clubs including math, science, foreign language, and others related to specific curricular offerings (Durbin, National Study on Activities Program, 1985).

### Athletics

Interscholastic sports for males and females including football, basketball, baseball, track, golf, tennis, cross country, swimming, volleyball, and wrestling (Durbin, National Study on Activities Program, 1985).

### Career-Oriented Activities

Activities that lead to employment after high school such as junior achievement, distributive education, Future Farmers of America, and Future Homemakers of America (Durbin, National Study on Activities Program, 1985).

### Cocurricular

Being outside of but usually complementing the regular curriculum (Webster's New Collegiate Dictionary, 1973, p. 214).

### Extracurricular

Out-of-class pursuits, usually financed or supervised by a local school system, in which students participate in selection, planning, and control (Firth and Clark, 1984, p. 325).

### Group AA Schools

Schools with enrollments of 501-1,000 students in the top three grades (Virginia High School League, Inc., Handbook 1985-1986).

### Perception

What we will see,  
What we will hear,  
What we will remember or forget,  
What we will think, and say, and  
What we will do (Getzels, 1957, p. 245).

### Performing Arts

Activities that include music, band, choir, drama-plays, debate, and Thespians (Durbin, National Study on Activities Program, 1985).

### Social-Oriented Activities

Activities whose objectives are related to social concerns such as Hi-Y and Tri-Hi-Y (Durbin, National Study on Activities Program, 1985).

### Student Activities

Those school activities voluntarily engaged in by students which have the approval of and are sponsored by the school (Fredrick, 1959).

### Student Government

Organization that involves students in leadership/administrative decision-making process which includes membership in student council, student body officer, or class officer (Durbin, National Study on Activities Program, 1985).

### Virginia High School League

A voluntary membership of principals for the purpose of administering athletics and extracurricular activities (Virginia High School League, Inc., Handbook, 1985-86).

#### Assumptions

1. It was assumed the survey instrument was appropriate for the study.
2. It was assumed that all respondents answered the questionnaire honestly.
3. It was assumed that school board members whose system had more than one high school gave equal weights to each school's program when answering the questionnaire.

#### Hypotheses

For this study the investigator submitted the following research hypotheses:

- H<sub>1</sub>            There will be a significant difference between the mean perception of selected school board members and principals as related to athletic activities.
- H<sub>2</sub>            There will be a significant difference between the mean perception of selected

school board members and principals as related to academic-class related activities.

- H<sub>3</sub> There will be a significant difference between the mean perception of selected school board members and principals as related to performing arts activities.
- H<sub>4</sub> There will be a significant difference between the mean perception of selected school board members and principals as related to student government activities.
- H<sub>5</sub> There will be a significant difference between the mean perception of selected school board members and principals as related to career-oriented activities.
- H<sub>6</sub> There will be a significant difference between the mean perception of selected school board members and principals as related to social-oriented activities.
- H<sub>7</sub> There will be a significant difference between the mean perception of selected school board members and students as related to athletic activities.

- H<sub>8</sub>            There will be a significant difference between the mean perception of selected school board members and students as related to academic class-related activities.
- H<sub>9</sub>            There will be a significant difference between the mean perception of selected school board members and students as related to performing arts activities.
- H<sub>10</sub>           There will be a significant difference between the mean perception of selected school board members and students as related to student government activities.
- H<sub>11</sub>           There will be a significant difference between the mean perception of selected school board members and students as related to career-oriented activities.
- H<sub>12</sub>           There will be a significant difference between the mean perception of selected school board members and students as related to social-oriented activities.

- H<sub>13</sub>            There will be a significant difference between the mean perception of principals and students as related to athletics.
- H<sub>14</sub>            There will be a significant difference between the mean perception of principals and students as related to academic class-related activities.
- H<sub>15</sub>            There will be a significant difference between the mean perception of principals and students as related to performing arts activities.
- H<sub>16</sub>            There will be a significant difference between the mean perception of principals and students as related to student government activities.
- H<sub>17</sub>            There will be a significant difference between the mean perception of principals and students as related to career-oriented activities.
- H<sub>18</sub>            There will be a significant difference between the mean perception of principals and students as related to social-oriented activities.



### Procedures

1. The current literature was reviewed.
2. The Virginia High School League, Inc. Directory was used to secure the names of the schools and the appropriate administrative staff necessary for the study.
3. The superintendent of each school division was contacted for permission to administer the questionnaire to their respective school boards in executive session during their regularly scheduled meeting. A letter of permission and endorsement was secured and sent to the respective principals.
4. A meeting was held with each principal to administer the principal's questionnaire and secure a list of their seniors and their academic rank.
5. A proportionate stratified random sample to include the top one third, middle one third, and bottom one third students academically was identified from the list provided. The principal was asked to administer the questionnaire to the selected students and mail responses to the researcher.
6. Statistical procedures were applied to the data.
7. The results were summarized and reported.

### Organization of the Study

The study is organized into five chapters. Chapter 1 contains an introduction to the study, the statement of the problem, the purpose of the study, the significance of the study, the limitations, the assumptions, procedures, objectives of the study, the definition of relevant terms, and the organization of the study.

Chapter 2 presents a review of the literature.

Chapter 3 describes the methodology by which the study was done.

Chapter 4 contains statistical treatment of the data.

Chapter 5 includes the summary, findings, and recommendations of the study.

## CHAPTER 2

### Review Of Related Literature

#### Introduction

Student activities have become an integral part of the modern school curriculum. Their value has been stated in terms of total student development. This has been illustrated from the wide variety of offerings that have existed in the public secondary schools. These activities have offered a wide range of choice for the student but have attempted to cover three educational domains as described by Benjamin Bloom(1956)--cognitive, affective, and psychomotor. These activities have attempted to offer to the student the same thing as the regular curricula; that is, to be all things to all people.

The sweeping reforms that have taken place in the mid 1980s have forced educators to re-evaluate the student activity program. It was generally felt that these activities should not impede the regular curricula. Supporters of the extracurricular activities have attempted to emphasize the value and positive aspects of these programs.

The central question remains: Do student activity programs, as they now exist, promote student growth, development, and academic achievement, or do they impede the

educational achievement of students in the public school system?

### Historical Development

Gluckman (1985) stated "whether termed 'extracurricular' or 'cocurricular,' student activities are widely accepted as an important part of secondary education" (p. 16).

Gholson (1985) reported that writers generally agree that the development of student activities has historically moved through three phases and is in its fourth. Divided by the time spans of 1870-1900, 1900-1920, 1920-1950, and 1956-present, the student activities program has experienced varying degrees of acceptance by educators.

Phase one, 1870-1900, labeled extra-curricular, was a period of rejection where educators saw no benefits that could be derived for students.

Phase two, 1900-1920, the passive era, saw educators admitting limited value to these activities. Elbert Fretwell of Columbia University organized the first college level course about the student activity program during this period.

Phase three, 1920-1956, saw a drastic acceleration of the activity program. Students were encouraged to participate, and state organizations were established to administer the program.

During phases four, 1956-1986, Gholson reported "the once-apparent distinction between what would be considered 'school' and 'outside of school' has been fused (p. 19). A strong relationship between parents, students, teachers, and the community has been created as a result of the interaction of the diverse segments of the school and community.

School-sponsored activities had their beginning in the early 1900s. The Seven Cardinal Principles of Secondary Education, formulated by the National Educational Association, emphasized such items as worthy use of leisure time, citizenship, ethical character, and health. All items are promoted by aspects of school activity programs. Ronald G. Joekel (1985), executive secretary of the Nebraska Association of Student Councils as well as president of Phi Delta Kappa, recently stated:

Student activities are the practical extension of the school curriculum. They have traditionally provided students with avenues for expression and relevant experience. They are not at odds with academic pursuits. They serve as the auxiliary laboratory for such curricula--and more (p. 4).

#### Student Participation

Referred to in whole or part as extracurricular, cocurricular, the third curriculum, or other generic terms, the school-sponsored activities program has long been part of

the total American educational system. The value of participation in the school's activity program has been measured in terms of self-concept. Joseph S. Yarworth and William J. Gauthier, Jr., of Bucknell University (1978) "found that research in the field has been guided by a belief that sociological reasons have been the major factors that have influenced students' extra and cocurricular activities" (p. 335). Choosing instead to concentrate on psychological variables and participation in activities programs, they concluded in their study that "there was a strong relationship between academic achievement and participation" (Yarwood and Guthier, 1978, p. 342).

The authority of the adults who sponsor these activities under the auspices of the schools appears to be quite great. Weber, McBee, and Christopher (1981) found that "sponsors of extracurricular activities have a great deal more authority than classroom teachers--but not as much as coaches when it comes to being able to exclude students from participation" (p. 1).

When addressing the topic of eligibility requirements for participation Weber, McBee, Christopher (1981), concluded that student exclusion from activity programs was punitive in nature and was disproportionately higher in athletics than other parts of the activity program. In the study covering 135 principals in Virginia, North Carolina, and South Carolina they found that students were excluded in

61% of the schools for insubordination, 82% for not passing a specific number of courses and 70% for violation of training rules. When compared to the other activities, this ranked higher by 20 percentage points for insubordination, 55% higher for not passing specified number of subjects, and 31% higher for violating training or other group rules (Weber et al., 1981, p. 4).

In their study of principals in three southern states, the data showed that coaches had the sole authority for excluding students from participation 94% of the time while the typical classroom teacher could exclude students only 1% of the time for academic reasons and only 5% of the time for misconduct. Weber et al. (1981) showed that "the sponsor of extracurricular activities has authority to exclude 49% of the time and shared this with the principal 30% of the time" (p. 11).

Robert Buser, Ruth Long, and Hewey Tweedy conducted a survey of 2,000 students in 25 different Illinois high schools in the spring of 1973. Their purpose was to find out who participates, in what activities this participation is most popular, and why, or why not, students participate. "The typical respondent was a white male or female in senior high school who had never been sent to the office for disciplinary reasons" (1975, P. 124).

According to their findings, the most popular activities were interscholastic activities, class-related

activities, music, and service-related activities. The least popular, experienced by only 20 percent of the students surveyed, was student government. Participating in dramatics, honors-related activities, student publications, or hobby activities was a middle ground in terms of participation. In this study one in three students chose these activities.

This study found that less than 50 percent of the students surveyed did not participate in any activity when intramural sports were excluded. However, of the 12 activities surveyed, eight (honor clubs, publications, drama, music, class office, student council, service clubs, and class clubs) showed a positive correlation between participation and good grades.

The findings of this study also showed that a lack of qualified, interested, and motivated sponsors was a real concern for students and was listed as one of the main reasons for not participating. This issue of sponsorship was reaffirmed, at least from the principal's viewpoint, in a study conducted by Vornberg and others in 1983.

A similar study conducted by Howard W. Allen and Bruce Gansneder (1976), professors at the University of Virginia, reported conflicting findings of Buser and others concerning the issue of faculty sponsorship of student activities. While gathering data from 383 students in a proportionate sample, they concluded that 72% of the students felt that



the faculty willingly gave of their time to these activities, and 73% of the students felt that their sponsors provided good leadership.

While studying the relationship between participation in cocurricular activities and increasing school enrollments, Jerome Pecko (1985) emphasized "as school size increased, the participation index declined. There was proportionately less participation in cocurricular activities in larger schools" (p. 1150). The findings of Robert Serow (1979) supported Pecko's. His study of 19 school districts in a large Northeastern state found, "students attending the small, low-density schools will participate more actively than students in the high-density schools" (p. 92).

Guy Timothy Swain (1968) conducted a study of principals in North Carolina to determine the organization and administration patterns of the states' public senior high schools. In summarizing his report several factors became apparent:

1. Most activities take place either before or after school, not during school hours.

2. The most visible activities are athletics and band, and they also receive financial support from the school board.

3. "In terms of student needs, the most adequate activities are student council, boys sports, music

activities, school publications, and school clubs. The least adequate are homeroom period, speech activities, girls' sports, and social activities" (Swain, 1968, p. 2495).

Student activities programs have been found to be successful in reducing discipline problems within a school. "Students who experience failure in school and alienation from school activities tend to act out with misbehavior" (Lawrence, 1985, p. 70). Though academic failure contributes to misbehavior, the students who participate in school activities have opportunities for school-related success and therefore alienation was reduced.

#### Purpose of Student Activities

Richard A. Gorton (1976), speaking as chairman of the Department of Administrative Leadership of the University of Wisconsin at Milwaukee, stated, "The primary purpose of the student activities program should be to meet those school-related interests and needs of students that are not provided for--at least not to a sufficient degree--by the curricular program of the school" (p. 70).

Schools should develop goals and objectives for student activities similar to those that pertain to the curriculum. Gorton (1976) reported that through the years several objectives had been proposed for student activities programs. Those goals covered the general areas of helping

students to use leisure time, constructive use of their special skills and talents, developing positive attitudes toward avocational and recreational activities. These goals should be for all students, and the schools must do more than just provide the opportunity. They must help students reach their goal.

While reaffirming the need for good leadership in the administration of the student activities program, Gorton outlined the following nine characteristics that should be included in all student activities programs.

1. Each activity, as well as the total program, should have well-defined, written objectives.

2. Each activity should be directed by a well-qualified, interested advisor.

3. There should be a written role description for each advisor, and a developmental inservice program to upgrade competencies.

4. There should be written role descriptions for the student officers of each activity, and an inservice program should be offered to help them improve their competencies.

5. The various organizational meetings that are held as part of the student activities program should be well planned.

6. A complete, written description of the total student activities program should be disseminated to students

and other appropriate parties at the beginning of each school year.

7. There should be a director of student activities and a student-teacher advisory council for the total activities program.

8. The overall student activities program and each of the component activities should be periodically evaluated to ascertain effectiveness and to identify areas that are in need of improvement.

9. Each of the groups in the student activities program should be required to prepare an end-of-the-year report to be given to all appropriate parties (Gorton, 1976, p. 71-76).

#### Relationship to Academics

Rocco Morano (1985), assistant director of NASSP, reported that "student activities have become a part of the regular school program because of their close relationship to academics and also because of their value in supplementing academics with leadership skills" (p. 1). These activities should be labeled cocurricular because they add to the scope of the curriculum. According to Morano (1985), extra means beyond the scope, not necessary, frivolous and ripe for the axe at budget time. Because of values obtained in terms of leadership, organizing, group interaction, and the complexity of our society, these are the basics of education. These needed skills

prepare the student for life long learning and successful careers (Marano, 1985, p. 2).

As a follow-up to a nationwide study to identify effective schools, California extended the study by looking at the 18 most effective high schools in the state. Researchers identified eight factors that made a high school effective. These eight characteristics were: a clear sense of purpose; objectives and goals; high expectations for students and faculty; commitment to help each student reach his or her potential; a special reason for each student to go to school; opportunity to learn in a safe, orderly environment; development of a sense of community; and the ability to use problem-solving approaches. Of these eight categories, two of them--a special reason for each student to go to school and high expectations for all--were related to the student activity program.

These schools had a wide variety of sports teams, an array of interest and curriculum clubs, opportunities for students to work in the larger community, and a number of ways for students to take responsibility through student government. These various activities captured a high percentage of the students (Murphy and Hallinger, 1985, p. 20).

It is interesting to note that these schools expected high achievement not only in the classroom but in every endeavor undertaken by the student body. "That is, these schools not only developed students who won numerous

academic awards and honors and scored well on tests, but they also regularly produced award-winning sports, music, and art programs as well" (Murphy and Hallilinger, 1985, p. 20).

Jennings and Nathan (1977), using data from the American College Testing service, emphasized that the back-to-the-basic movement was overlooking some factors found to be important in predicting further success. "Of factors considered to be predictors of success after college life, only major achievement in what most call extracurricular activity (debate, speech, journalism, etc.), was found to have predictive value" (p. 568). Shockingly enough, high grades in high school, high grades in college, and high scores on the ACT entrance exam had no predictive value.

A similar study conducted by the College Entrance Examination Board's Scholastic Aptitude Test (Jennings and Nathan, 1977) found that the best prediction of creativity in mature life was a person's performance during youth in independent self-sustained activities. "Those youngsters who had many hobbies, interests, and jobs, or were active in extracurricular activities, were most likely to be successful in later life" (p. 569).

It is interesting to note that a report on the Educational Testing Service written by Allan Nairn and sponsored by Ralph Nader claimed that the Scholastic Aptitude Test had no more predictive value than the rolling of a pair of dice.

William W. Turnbull (1980), president of the Educational Testing Service, had declared Narin's findings to be false because of statistical error and selective reporting.

Advocates of reform in the school activities program have cited simple answers to complex questions. They have argued, as Joekel (1985) reported, that students must maintain a certain grade point average to participate. Students who are performing less than satisfactorily should spend their time studying instead of participating in school activities. They also feel that removal from participation would serve as motivation for those students and only students portraying good citizenship should be allowed to represent the school.

Joekel (1985) stated his position on this by saying, "The motivation of the activity may be just the stimulus needed by students to meet those responsibilities, and the withdrawal of the activity may remove the motivation" (p. 5). Continuing with the same line of thought, he stated, "There is little correlation between leadership and scholarship. Limiting membership or participation by grade point average may only result in a form of discrimination which is contrary to the democratic principle of American education" (Joekel, 1985, p. 5).

#### Types of Activities

The student activities program has been referred to by a variety of names, none of which have been universally

accepted. Fredrick (1959) reported that the following names have been used: extracurricular, extra class, cocurricular, informal curriculum, semicurriculum, intercurriculum, non-curricular, and referred to as being allied, group, campus, and creative school activities. Fredrick (1959) further reported that he liked the term, third curriculum, to cover all students activities. Required and elective courses constituted the first two curricula.

In describing the complexity of student activities (Fredrick (1965) categorized these activities into six major headings: student self-government, communication arts, performing arts, social activities, athletics, and fraternities and sororities. For this study he described communication arts as student newspapers and yearbook publications.

#### Value of Student Activities

Haensly, Lupkowski, and Edline (1986) reported a study conducted by L. B. Otto in 1975 that showed a strong relationship between participation in activities and later educational achievement in 17-year-old males. In a contrasting study, Schuh and Laverty (1983) conducted a 30-year follow up of former class presidents. They found "that although student leadership experiences in high school provided them with some specific skills, their life activities were influenced only moderately by holding student leadership position" (Haensly, 1986, p. 112). The authors



emphasized their study focused on the leadership experiences and not on actual behavior of the leaders.

This study conducted on three Texas high schools that were small, medium, and large concluded four results:

1. There was a small to moderate relationship between participation in student government, honor societies, in-school activities, out-of-school activities, and grades.

2. Most of the participation came from students who were in the top academic group as opposed to little participation by low achieving groups.

3. More males held leadership positions than females.

4. Award winners were related to the number of activities in which they participated (Haensly, 1986).

In trying to pinpoint an exact name for the student activities program, Powell, Farrar, and Cohan stated:

No high school phrase is more misleading than "extracurricular activities." There is nothing extra about the extracurriculum, whether schools are rich or poor, public or private, large or small (p. 29). They also concluded that these activities are vital in terms of building community support, and in helping students determine vocational aspirations and self-esteem. Conceding that sports are the most visible part of the extracurriculum, they emphasized that the popular term "coaching" is now used with the academic connotation of helping students obtain educational objectives.

The value of athletics has been emphasized to school officials in terms of discipline control especially for disadvantaged students. Yaffe (1982) reported that in Colorado, Juvenile Judge Matt Railey made an impassioned plea before a public meeting held to consider athletic budget cuts.

It's very rare that a defendant who appears before me has been involved in organized athletics. The team gives them discipline, makes them know that others are counting on them. These lessons can also be learned from band, orchestra, or choir, but it's harder for a kid to get interested in these activities (p. 178).

The student activities program, specifically the academic class-related type, has been valuable in terms of generating interest and motivation for the academic program (Long, 1984). His study of the Texas foreign language program concluded that the use of foreign language clubs had a positive effect on student attitudes toward learning, as well as increasing the enrollment in foreign language classes during the years of 1972-1982.

#### Increased Academic Requirements to Participate

The recent trend nationwide has been for increased academic requirements for participation in school activities, especially athletics. Many states have already implemented changes. At the annual meeting of the National Interscholastic Athletic Administrators Association in

Anaheim, California, Scholastic Coach (1986) reported that North Carolina, Illinois, Oregon, Vermont, Texas, and Kentucky were increasing requirements for athletic participation. Allen Boren, Athletic Director in Klein School District, Houston, Texas, stated:

We have over 11,000 members in the Texas Coaches Association, and they are so strong about this that they may go into politics about it--back a Republican for Governor, as Governor Mark White (Democrat) has been strongly supporting no-pass, no-play (Scholastic Coach, 1986, p. 52).

With a national trend toward increasing academic requirements for participation in student activities moving across the country, no-pass, no-play in Texas, as an example, the potential ramification exists in a variety of forms. Frith and Clark (1984) reported the potential effects of a policy enacted by the Los Angeles City School Board on November 8, 1982. The policy ". . . prohibits students in grades 4-12 from participating in extracurricular activities--including athletics--unless they pass all courses and maintain a "C" average (Firth and Clark, 1984, p. 325).

Firth and Clark (1984) expressed several concerns for this policy and those that have been initiated in other states. They felt it was not natural or reasonable to expect all students to maintain a "C" average. The

implication was that if a grade of C is average, then there must be other students with grades "below average." In essence Firth and Clark concur with the finding of Larry Weber (1981) and others that grades become punitive in nature when used to exclude students from activities.

A second concern expressed by the researchers was that this policy of exclusion based on academic performance placed total blame for failure on the student and did not take into account that the educational process may have built-in deficiencies. A case in point was that of social promotion. Social promotion, sending students to the next level even though they are academically deficient, is a process of the system, not a fault of the student.

They also express concerns that more students may have been "moved" into special education so that they would be compared with their peers and graded accordingly. This would help retain eligibility for below average students.

The final concern expressed was in the area of school-community relations. Who takes the blame for this failure? Does the parent blame the school or student? Is the student deprived all benefits of the school's activity program because he fails a class?

In summarizing the potential impact that increased academic requirements would have, Firth and Clark stated six outcomes:

1. Some teachers may inflate grades in an effort to keep certain students eligible for sports and other extracurricular activities. This is particularly true if the students have shown prior evidence of successful participation in the activities.
2. Some students will be discouraged from taking courses (or courses of study) that are challenging to them for fear of losing extracurricular privileges. In fact, students will probably gravitate more toward courses or teachers they consider easy.
3. Cheating will be strongly encouraged, particularly among borderline students and in more difficult courses.
4. Coaches, band directors, cheerleader sponsors, and other extracurricular personnel who also teach academic courses may be tempted to offer "watered down" classes to keep high grades.
5. Academic success will probably receive disproportionate emphasis at the expense of social, emotional, and physical development.
6. Some students can be expected to drop out of school when the primary source of their success (i.e., extracurricular activities is eliminated) (Firth and Clark, 1984, p. 327).

Many educators have suggested that the student activity program has contributed to the decline of academic achievement by students. A study conducted by Edward A. Parish (1984) rebutted this implication. His study of 501 randomly selected 7th and 8th grade students in a west Texas school district concluded that participation in extra-curricular activities was associated with higher grade point averages and higher levels of educational operations. However, there was no association between higher grades and educational aspirations when compared to participation in extra-curricular activities for black, hispanic, or blue-collar subjects.

Carried to the extreme, the ultimate answer may be to have an individualized educational program for all students such as it exists for special education students today.

#### Legal Aspects

Texas has recently passed stringent requirements for participation in school activities, commonly referred to as "no pass, no play." Maryland, according to Joekel (1985), requires students to have a C average. This was part of a national trend toward tighter requirements for participation.

In addition to the normal workload of teachers and school administrators in dealing with student safety, health, and general welfare in curricular activities, the responsibilities are extended to the student activity

program. The risk of injury and subsequent law suits to school personnel are greater due to the expanded environment provided by playgrounds, athletic fields, and the necessary transportation to and from the activity site.

While many school systems have stressed the growing importance of student activities, terming them "cocurricular" rather than "extracurricular" as they were in earlier decades, most courts that have addressed the issue have determined that whatever right a student may have to participate, it is not equivalent to the general right to attend school (Gluckman, 1985, p. 10).

Gluckman (1985) further stated, "In a similar manner, the courts have been noticeably more permissive in establishing rules governing student participation in cocurricular activity than they have been regarding regular classroom activity" (p. 11). To reinforce this point, the U.S. Court of Appeals for the Tenth Circuit upheld the New Mexico State Activity Association in *Alback V. Odle* by allowing the state to enforce a one-year suspension on a student for violation of the transfer rule.

Where courts overrode dress codes for students in the 1960s, *Humphries V. Lincoln Parish School Board* (1985) reaffirmed the right of coaches to establish the length of student's hair when based on reasonable considerations.

The right to remove students from participation in cocurricular activities has been upheld by the Courts in

West Virginia (Bailey V. Truby, 1984) and Texas (Spring Branch V. Stamos 1985). Even denial of honorary membership such as the National Honor Society (Karotein V. Peauaukee School Board, 1983) has been upheld in court. However, the dismissal of a student from the National Honor Society in Texas (Warren V. NASSP et al., 1974) for drinking beer in public was overturned. As Gluckamn (1985) reported, "The basis for this distinction is the inclination of the court to regard membership in an organization as conferring some kind of property right which in a public school must be accorded at least some procedural protection under the U. S. Constitution" (p. 13).

#### Perceptional Studies on Student Activities

In a recent study conducted in Arkansas, Kansas, Missouri, Oklahoma, and Texas dealing with principal's and student's perceptions of the most pressing problems in student activities, the following concerns were expressed by principals as being most relevant:

1. Participation of non-involved students.
2. Sponsors
3. Time allotment for meetings and activities
4. Budgets/financial limitations (Vornberg, Zukouski, Southern, Gipson, 1983, p. 269).

Of the responses given by students, the most pressing problem was that the activity was not relevant to their



needs and interests as reported by 76.7% of the students. The second largest problem, as reported by 47% of the responding students, was that it took up time from school work.

Richard William Negri (1973) while reporting The Perceptions of Students, Teachers, and Administrators Toward Selected Aspects of the Student Activity Program in High Schools in Saint Louis County, Missouri, reported there was a disparity among the perceptions of students, teachers, and administrators in Saint Louis County, Missouri. This study was conducted on 28 secondary school within the system. Using an opinionnaire to gather data, Negri found that the perceptions of teachers and administrators were similar to each other, but were in contrast to those expressed by students. The general finding of his study was that administrators perceived the program to be more effective than did students.

James Calvin McCray (1967) conducted a research project to determine the positive relationship that may have existed between the cocurricular program and certain related factors. His study was conducted on 1,700 male and female seniors in the Gary, Indiana, school system. He concluded that there was a relationship between school enrollment and participation in most activities and that the activity chosen for involvement reflected the wishes of the parents. This study was conducted on 1,700 male and female seniors in

the Gary, Indiana, school system. This study reaffirmed the need for strong community relationships in administering the student activity program.

Because of media exposure, community interest, and public performance, athletics have generally been the most visible component of the student activity program. In a study conducted in Lincoln, Nebraska, concerning the attitudes of the boys' interscholastic athletic program, it was reported that social class and previous experience were the two most important variables in developing attitudes about this program (Lohrberg, 1974). Favorable attitudes were expressed more by the middle and lower classes than those of the upper class. Also, former participants held more positive attitudes than those who had never participated.

#### Summary

The literature reviewed in this chapter focused on two types: opinions of practitioners and data presented by researchers. Both types were significant in addressing the role of the student activity program from its inception in the late 1800s to its present status in the mid 1980s.

These types of literature attempted to address four general areas of concern. Those concerns were: the general historical development of the activity program, the categories of activities, its value to students, and finally the literature presented cases for the student activity program

helping to promote academic progress and a related case for it being a hindrance to student progress. The relationship of student activities to academic progress became an issue for educators in trying to affiliate their schools with the nationwide movement of returning to and emphasizing the basic, essential goals and objectives of public education. This was especially true in the wake of A Nation At Risk.

In describing student activities, writers have concentrated on athletics more than any other particular part of the program. It was generally agreed that athletics was the most visible component of the activity program because of the "public performance" aspect of an athletic contest. This was not to infer that athletics was more important because several studies indicated that athletics had limited appeal to the student body.

Movements were identified nationwide that showed many states were exploring the possibility of increasing academic requirements for participation in the student activity program. The state of Texas received more publicity for its "no-pass, no-play" rule than others. This may have been related to the prominence given to certain portions of the program; namely, athletics, and specifically, football.

The literature supported a need for more studies into the student activity program. The central question became: Does there need to be an adjustment of the academic

requirement/or lack of one, to participate in student activities at the secondary level?

Armed with this information, a need was established to gather data from selected school personnel on their perceptions of the student activity program. It was hoped that the data would be useful in the decision-making process.

CHAPTER 3  
Methods And Procedures

Introduction

The chapter contains a description of the research design. The methods used to identify the population will be explained along with a step-by-step process for data procurement. The survey instrument will be explained in depth. The selection of appropriate statistics will be explained along with the method for showing correlations or their lack of between selected variables. The research hypotheses will be restated in the null for testing purposes.

Target Population

School Board Members

The school boards of seven Southwest Virginia school divisions were used for this study. The numerical composition of the seven school boards were arranged as follows: Three school boards had seven members each; two school boards had six members each; and two school boards had five members each. This created a population of school board members consisting of 43 members. Due to the relative small number, a census was taken of the school board members.

### Principals

Eleven principals and their high schools were selected out of a population of 24 from the seven school divisions. The principals and their schools had a long relationship of participation, both interscholastic and intrascholastic. It was this characteristic that encouraged the researcher to select this group to study. Due to the small number of principals (11), a census was taken.

### Students

As of June 30, 1986, there were 6,973 students in the top three grades enrolled in these schools. The study was limited to the senior class of 1986-87 and consisted of a population of 2,191. From this group, 30 seniors were randomly selected from each high school giving a target population of 330. These students were proportionately stratified into the top one third, middle one third, and bottom one third members of the senior class of 1987. This was done to compare their perceptions of the student activities based on class rank.

### Design

The design of this study was a combination of descriptive survey and correlational research. Data were collected to describe the perceptions of school board members, principals, and students regarding the student activity program of selected Southwest Virginia high schools.

Six specific aspects of student activity programs were used in determining the perceptions of the selected groups. The following aspects of student activities were used in this study:

1. athletics
2. academic class-related activities
3. performing arts
4. student government
5. career oriented activities
6. social oriented activities

The demographic data obtained in this study for school board members and principals were limited to:

1. formal level of education
2. years of experience
3. age
4. former participation as a high school student
5. place of residency
6. sex

The demographic data obtained in this study for students were limited to:

1. rank in class
2. town or county residence
3. sex
4. participation as a high school senior
5. age

Frequency tables were established to analyze the demographic data of each group within the selected aspects of the student activity program.

#### Instrumentation

Two instruments for measuring the perceptions of selected school personnel and students were reviewed for possible use in this study, but were declared unusable. Since no suitable instrument could be located, it was necessary to develop one (Appendix A). A two-part instrument was developed to collect the necessary data. Part I of the instrument was used to collect the demographic data of the participants. Part II was used to collect a mean perception score on each aspect of the student activity program.

Initial development of the instrument began by looking at the type and scope of questions used by other writers. A search of the literature revealed that student activities could be classified into 12 categories. From this starting point, the 12 categories were consolidated into six areas. These areas thus became the focus for the study.

Additional sources of input were received from other doctoral students, the graduate committee, and the chairman. Help in generating questions came from administrators and students in the geographic area who were not included in the target population.

From these sources, Part II became a questionnaire consisting of 11 questions with six responses to each



question. Thus Part II provided for a total of 66 responses. Responses were measured on a 5 point Likert-type scale ranging from strongly agree (5) to strongly disagree (1). When finalized, the instrument gave consideration to each of the following items:

1. structure
2. appropriateness of areas/elements and items for measuring perceptions of the secondary school activity program
3. organization of elements and items
4. simplicity of instructions
5. wording of statements

#### Classification of Activities

The activity program was classified into six areas. Each area was described for the participant so there would be no misunderstanding of the questions asked.

#### Athletics

Activities referred to as the interscholastic program offered by the school under the guidance and supervision of the Virginia High School League, Inc. These activities, offered for males and females, generally included football, basketball, baseball, track, golf, tennis, cross country, wrestling, and volleyball. Football and wrestling were reserved for males; volleyball was reserved for females. These activities stress psychomotor development. The writer

was not aware of any situations where there was a conflict between males and females over participation in those sports that were reserved for only one sex.

The literature revealed that athletics was usually the most popular activity and also had the greatest community exposure and required the largest expenditure.

#### Academic Class Related

Activities identified as those that were an extension of the classroom. They included, but were not limited to, activities such as math, science, foreign language clubs and others related to specific curricular offerings. These activities were used to enhance and project specific subject areas and allow for the needs and interests of those students who expressed a particular interest.

#### Performing Arts

Activities that include music, band, choir, drama-plays, debate, public speaking, and honorary groups such as Thespians. These areas are generally grouped under the affective domain by men such as Benjamin Bloom. According to the literature, these activities ranked second only to athletics in terms of community awareness and public knowledge. As was the case with athletics, these activities were performed before a general audience.

### Student Government

Activities defined as those that provide for student leadership and administrative decision-making process. They included membership in student council, student body officer, or class officers. The literature made a case for student government being important in the development of and understanding of the democratic process.

### Career Oriented

Activities defined as those that led to employment after high school. These included Junior Achievement, distributive education, Future Farmers of America, and Future Homemakers of America. In addition to postsecondary employment, these activities allowed students to work and receive academic credit at the same time. Cooperative programs have been offered in many of the vocational fields.

### Social Oriented

Activities defined as those whose objectives were related to social concerns such as Hi-Y and Tri-Hi-Y. These activities also included groups whose objectives were to improve the social development of students by using the school and its facilities for activities that promoted recreation, fun, and social development.

### Demographics

The demographic data which were used to determine correlations or the lack of included for school board members and principals:

#### Formal Level Of Education

With there being no educational level requirement for school boards, it was assumed that their education would range from some postsecondary training to advanced degrees. Principals were required to hold at least a master's degree, and this could range to the doctorate.

#### Years Of Experience

Because perception was not static in nature, it was reasoned that school board members and principals may view student activities differently based on their years of experience in establishing policy and administrating the student activity program. The more experience that these individuals possessed, the more likely they were to be exposed to a wider variety of success and failure with student activities.

#### Age

Because all school board members were appointed by the governing bodies, there was a distinct possibility that their chronological age would not be related to their years of experience as a school board member. Principals,

professional educators by choice, may show a relationship between their chronological age and their years of experience.

#### Former Participation As A High School Student

Because perception, according to Getzel, is based on what we see, hear, and experience, it was reasoned that school board members and principals would show a more positive perception to those activities they had experienced as former high school students. This information also provided data about the number of activities in which they had been a participant.

Four specific demographic areas were used in the assessment of students. The areas and their explanation included the following:

#### Rank In Class

The 30 seniors from each high school were divided into three specific categories--the top one third, middle one third, and the bottom one third academically. It was assumed that rank in class would affect the perceptions of the students.

#### Town/County

The literature revealed that the residence of the student was a factor in the opportunity for students to participate in the activity program. If this was true, it could

be assumed that their perceptions might also be affected by their place of residence.

### Sex

Questions have been raised about the composition of the class concerning the number of males versus the number of females in both the top, middle, and bottom groups. The writer was interested in this data and its relationship to student perceptions of the activity program.

### Participation While In High School

Getzels (1957) concluded that our perception is based in part by the things that we do. With this in mind, it could be logically concluded that student perceptions would be influenced by their actual participation in the related activities.

### Pilot Testing of the Instrument

The instrument developed to measure perceptions of the school activity program was field tested with a small sample of school board members, principals, and students (N = 44). The school board members were former members of the local boards. The principal group was selected from one district in Southwest Virginia and were not in the actual target population. The student group consisted of students enrolled in the senior English and government classes during summer school of a selected high school. Care was taken to

ensure that no one in the field test would be part of the actual surveyed group.

The group involved in the field test was asked to answer each question and make comments about each question. Consideration was to be given to each of the following items:

1. Structure
2. Appropriateness of areas/elements and items for measuring perceptions of the secondary school activity program.
3. Organization of elements and items.
4. Simplicity of instructions.
5. Wording of statements.

After receiving the results of the first pilot test, the following changes were made:

1. The word division was added to question 6 to differentiate between school division budget and the budget of the individual school. This was done at the request of the principals.
2. Question 7 was added at the request of the students and principals.

Thus the final questionnaire consisted of 11 questions and 66 answers in part II.

To reaffirm the validity and reliability of the instrument, it was given to the same group again. Ten of the 11 questions had consensus. Question 5 received the approval

of 42 of the 44 members of the pilot test group. These 2 individuals expressed concern that it should be worded to allow for excusing students under certain conditions. With 95% support of question 5, it was retained in its original form.

#### Data Collection Procedures

A telephone call was placed to each superintendent in the seven school divisions. Following a brief introduction and reason for calling, an appointment was secured to discuss the matter in person. After the phone conversation and before the meeting took place, a letter was prepared (Appendix B) stating the purpose of the study and soliciting help.

A letter of endorsement was secured from the superintendents (Appendix C). Permission was sought and granted to address the local school board and get them to answer the questionnaire. This information was secured in executive session as part of the board's regular meeting. The writer attended this meeting and answered pertinent questions that arose and collected the completed questionnaire. A copy was left with the division superintendent for those members who were absent.

Having received the permission of the superintendent, and the board where necessary, a phone call was placed to the 11 principals involved in the study. A copy of the



senior class roster for the 1986-87 school year was requested along with their grade point average. Some systems had strict policies concerning releasing this roster. However, all 11 were obtained. Also an appointment was made to talk with each principal about the study. A letter was sent as a follow-up to the telephone conversation.

With roster in hand, a proportionately stratified random sample was taken of the senior class. This sample totaled 30 students with 10 each selected from the top one third, middle one third, and bottom one third. The table of random numbers was used for this, in a method described by Dean Champion (1981), so that each subject, male or female, would be represented in the same proportion that they would be found in the population. The name of the student was attached to a questionnaire in preparation for meeting with the principal. At the meeting, the principal was asked to fill out his questionnaire and administer the student questionnaires. Names were removed after the principal identified the students. A self-addressed envelope was provided for all questionnaires to be returned. The principal was asked to secure all student responses and return them intact. One week was allowed for this procedure.

#### Statistical Analysis

Descriptive statistics and frequency tables were used to describe school personnel. They were described in terms

of the collected demographic data.

The analysis of variance was used to test the differences among students using the variables sex, rank in class, and residency as they related to the six selected aspects of the student activity program. The eta coefficient was then calculated to determine the strength of the relationship between the nominal and internal variables. Dean Champion (1981) advocated the use of an eta correlation when  $n > 30$ .

The declarative format for each hypothesis was stated in Chapter 1. For purposes of statistical analysis, the null format for each hypothesis was tested. The null hypotheses stated that no difference existed between the variables studied. The t-test for independent samples was used to determine if a significant difference existed between the means.

Borg and Gall (1983) emphasized that the t-test for independent samples is generally used in comparing the means of two samples to determine if they are significantly different.

#### Hypotheses

These hypotheses, stated in the null, were tested at the .05 level of significance.

- H<sub>01</sub> There will be no significant difference between the mean perception of selected school board members and principals as related to athletics.
- H<sub>02</sub> There will be no significant difference between the mean perception of selected school board members and principals as related to academic class-related activities.
- H<sub>03</sub> There will be no significant difference between the mean perception of selected school board members and principals as related to performing arts.
- H<sub>04</sub> There will be no significant difference between the mean perception of selected school board members and principals as related to student government.
- H<sub>05</sub> There will be no significant difference between the mean perception of selected school board members and principals as related to career-oriented activities.
- H<sub>06</sub> There will be no significant difference between the mean perception of selected school board members and principals as related to social-oriented activities.

- H<sub>07</sub> There will be no significant difference between the mean perception of selected school board members and students as related to athletics.
- H<sub>08</sub> There will be no significant difference between the mean perception of selected school board members and students as related to academic class-related activities.
- H<sub>09</sub> There will be no significant difference between the mean perception of selected school board members and students as related to performing arts activities.
- H<sub>010</sub> There will be no significant difference between the mean perception of selected school board members and students as related to student government activities.
- H<sub>011</sub> There will be no significant difference between the mean perception of selected school board members and students as related to career-oriented activities.
- H<sub>012</sub> There will be no significant difference between the mean perception of selected school board members and students as related to social-oriented activities.

- H<sub>013</sub> There will be no significant difference between the mean perception of principals and students as related to athletics.
- H<sub>014</sub> There will be no significant difference between the mean perception of principals and students as related to academic class-related activities.
- H<sub>015</sub> There will be no significant difference between the mean perception of principals and students as related to performing arts activities.
- H<sub>016</sub> There will be no significant difference between the mean perception of principals and students as related to student government activities.
- H<sub>017</sub> There will be no significant difference between the mean perception of principals and students as related to career-oriented activities.
- H<sub>018</sub> There will be no significant difference between the mean perception of principals and students as related to social-oriented activities.

#### Summary

The population for this study consisted of three groups: school board members, principals, and students. The school board members, N = 43, represented seven different school divisions. The principals, N = 11,

represented eleven schools who were formerly united into one district. The students,  $N = 330$ , represented the randomly selected members of the senior class of each high school.

The design was a combination of descriptive survey and correlational research. Six specific areas of student activities were selected for this study. The six areas were: athletics, academic class-related, performing arts, student government, career-oriented, and social activities. The activities were analyzed in terms of the following demographic data: formal level of education, years of experience, age, residence, sex, rank in class, and participation as a high school senior.

A two-part instrument developed by the writer was used to gather data. The instrument was developed by a committee of professionals and field tested by using representative groups of school board members, principals, and students.

The data were collected by using letters, phone calls, and personal visits to the superintendents and principals. The data were analyzed by several methods: descriptive statistics and frequency tables were used to describe the school personnel. The t-test for independent samples was used for testing the hypotheses. The analysis of variance was used to test the strength

of correlations among the selected aspects of the student activity program and the variables sex, residence, and rank in class.

## CHAPTER 4

### Analysis of Data

This study consisted of both descriptive survey and correlational research. The target population consisted of three groups: (a) school board members, (b) secondary school principals, and (c) high school seniors. The school board members were treated as an intact group. This group represented seven school divisions and consisted of 43 members. Eleven principals of the 11 selected high schools were treated as an intact group. Thirty students were selected from each of the 11 schools for a total of 330 students. These students were randomly selected out of a population of 2,191 seniors as described in Table 1.

The number of returned questionnaires was very high. This was attributed to special help and interest that was afforded to the writer by each building principal and the encouragement of each division superintendent.

Three hundred eighty-four questionnaires were distributed; 359 were returned for a 93.5% rate of return. School board members returned at the rate of 74%; principals, 100%; and students, 95.8%.



Table 1

Student Composition of Each High School Senior Class

School No.	Boys	%	Girls	%	Total
1	112	53	99	47	211
2	82	54	71	46	153
3	81	57	61	43	142
4	157	52	145	48	302
5	56	41	79	59	135
6	82	47	91	53	173
7	127	53	111	47	238
8	81	54	69	46	150
9	127	48	137	52	264
10	92	44	119	56	211
11	99	47	113	53	212
TOTALS	1,096	.5002	1,095	.4998	2,191

These students were proportionally stratified as related to sex and academic rank. Ten students were chosen from the top third, middle third, and bottom third of each senior class as determined by their sex and in the percentage they existed in each senior class. A total of 384 surveys was distributed to the selected school personnel. A total of 359 surveys was returned as described in Table 2.

Table 2

Percent of Usable Returns

	School			Totals
	Board	Principals	Students	
No. Surveyed	43	11	330	384
No. Returned	32	11	316	359
Percentage of Returns	74	100	95.8	93.5

There were two parts to the survey for all three groups. Part I of the survey was used to collect data regarding the characteristics of each group. For school board members and principals, six questions were asked to determine the following: (a) occupation, (b) sex, (c) age, (d) formal level of education, (e) residence, and (f) the number of different student activities they participated in as a high school senior. Years of experience was determined through personal interview with the principals and through telephone conversations with the superintendents to determine the years of experience for the school board. Such demographic data were used in frequency tables to describe the respondents.

Part I of the student survey consisted of five questions to determine the following characteristics: (a) sex, (b) age, (c) residence, (d) type of activities

participated in during their senior year, and (e) judging the student's self-perception of whether these activities help, hurt, or had no effect on their grades.

Part II of the survey consisted of 11 questions with six responses for each question. The six responses for each question pertained to the six aspects of student activities: (a) athletics, (b) academic class-related clubs, (c) performing arts, (d) student government, (e) career-oriented clubs, and (f) social-oriented clubs.

A combined numerical score was calculated for the school personnel on each of the six aspects of student activities. An individual score was determined by using numerical values (5, 4, 3, 2, 1) for the responses ranging from 'strongly agree' to 'strongly disagree'. A mean score for each activity was computed.

Table 3

Responses to Student Activity Program of School Groups

Strata	School Board		Principals		Students	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Male	27	84	11	100	157	49.7
Female	5	16	0	0	159	50.3
Total	32		11		316	

Characteristics of Respondents

Sex

All respondents were requested to indicate their sex. The results were tabulated in Table 3. School board members were male, 84%. The principals were all males. The students were almost evenly divided--49.7% males and 50.3% female.

Age

The age of school personnel is summarized in Table 4.

Table 4

Age of School Personnel

	School Boards	Principals	Students
<u>n</u>	32	11	316
Mean	45.8	49.9	17.520
Range	30-61	40-62	16-18
Non Respondents	8	1	2

The mean age of school board members, principals, and students was 45.8, 49.9, and 17.5, respectively. The range in age for school board members was 30-61, for principals 40-62, and for students 16-18. There was a reluctance on the part of 11 school personnel to give their age.

Rank in Class

Students were selected based on rank in class. As shown in Table 5, 8 of 11 schools had a similar male/female ratio. This allowed for five males and five females to be selected from those schools. Three schools had disproportionate percentages; therefore, when a school had a percentage of greater than 55%, the ratio of selected students was six to four in each one third of the class.

Table 5

Percentage of Students Surveyed According to Rank

School No.	Top 1/3		Middle 1/3		Bottom 1/3	
	M	F	M	F	M	F
1	5	5	5	5	5	5
2	5	5	5	5	5	5
3	6	4	6	4	6	4
4	5	5	5	5	5	5
5	4	6	4	6	4	6
6	5	5	5	5	5	5
7	5	5	5	5	5	5
8	5	5	5	5	5	5
9	5	5	5	5	5	5
10	4	6	4	6	4	6
11	5	5	5	5	5	5

Total 162 male 168 females = 330 students

Participation as a High School Senior

The types of student activities available to students were grouped as (a) athletic, (b) academic class-related, (c) performing arts, (d) student government, (e) career-oriented, and (f) social-oriented. Of the 316 returned student questionnaires, career-related clubs were most widely chosen by the students for participation. This was followed by athletics, academic class-related clubs, performing arts, student government, and social-related clubs. Table 6 shows the distribution of the activities among the different students.

Table 6

Selected Aspects of the Student Activity Program as Related To Student Participation

Rank		No. of Students	Percent
1	Career-Related Clubs	114	36.1
2	Athletics	112	35.4
3	Academic-Class Related	108	34.2
4	Performing Arts	71	22.5
5	Student Government	51	16.1
6	Social-Related Clubs	43	13.6

"Other" was checked by 77 students for 21.4%. The total exceeded the number of students because students participated in more than one activity.

Career-oriented activities ranked first in student popularity as judged by student participation. A total of 114 students or 36.1% participated in career-oriented activities as seniors.

Interscholastic athletics ranked second in student popularity. A total of 112 or 35.4% of the students participated during their senior year.

Academic class-related clubs ranked third in student popularity as judged by the number of participants. A total of 108 students or 34.2% were involved as seniors.

Performing arts activities ranked fourth in student popularity as judged by the number of participants. A total of 71 students or 22.5% were involved as seniors.

Student government ranked fifth in student popularity as judged by the number of participants. A total of 51 students or 16.1% were involved as seniors.

Social-oriented clubs were the least popular student activity as judged by the number of participants. Ranking sixth out of six activities, social-oriented clubs were chosen for participation by 43 students or 13.6% of the students surveyed.

#### Number of Activities Involved With as a High School Senior

School board members were surveyed as to the number of activities in which they participated as a high school senior. School board members ranged from zero activities to nine activities. The mean was 1.32. Principals ranged from zero activities to eight activities. The mean was 4.20.

Table 7 shows the distribution of high school activities in which principals and school board members participated.

Table 7

Selected Activities as a High School Senior

No. of Activities	School Board		Principals	
	Members			
0-2	6	19.35%	2	20%
3-4	11	35.48%	4	40%
5-6	12	38.71%	3	30%
7-8	1	3.23%	1	10%
9 or more	1	3.23%	0	0%
Non-Respondents	1	100%	1	100%

Residence

All school personnel were requested to indicate their residence. Two choices were available: (a) incorporated town/city or (b) county. Of the 11 schools surveyed, 10 contained students from both town/city or county. Due to the schools' attendance boundaries, one school had students only from the city while the other school had students only from the county. Table 8 indicates the residence of school personnel.



Table 8

Residence of School Personnel

	School Board					
	Members		Principals		Students	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Town/City	11	34	7	64	104	33
County	21	66%	4	36%	207	67%
Non-respondents	0		0		5	

Years of Experience

The years of experience of the principals were obtained from an interview with the respondents. Experience was counted as the number of years as a secondary principal. Experience as an elementary principal or assistant high school principal was not calculated. The experience ranged from 3 years to 20 years with a mean of 7.18 years.

Experience for school board members was determined by an interview with the superintendent or his designee. Only full years were counted. Those with only a few months of experience were calculated as having one year.

The range for school board members was from one year to eight years. The median was 2.88 years. Fourteen members (44%) were serving their first year. Twenty-eight members

(88%) were serving their first term. Four members or 12.5% were reappointed to serve a second term on the board.

Table 9 illustrates years of experience of school board members and principals.

Table 9

Years of Experience

No. Years	School Board Members	Principals
1-2	16	0
3-4	12	2
5-6	1	2
7-8	3	1
9 or more	0	6
Total	32	11

Level of Education

School board members and principals were requested to indicate their level of education. While there are no educational requirements to serve on the various boards of education, the range covered the entire spectrum from a high school graduate to the doctorate.

Principals were required to have a master's degree to be certified as a principal. All 11 indicated they had a master's degree plus hours. One principal indicated he expected to receive a doctorate by December, 1986. Table 10

shows the level of formal education of school board members and principals.

Table 10

Level of Education

	School Board			
	Members	%	Principals	%
High school graduate	6	18.750	0	0
Some college/postsecondary	8	25.000	0	0
Bachelor's degree	12	37.500	0	0
Master's degree	3	9.375	0	0
Master's plus hours	1	3.125	11	100
Doctorate	2	6.250	0	0
<b>Total</b>	<b>32</b>		<b>11</b>	

Effect of Activities on Grades

With the present educational movement toward increasing academic requirements to participate in the varied aspects of the secondary student activity program, it was important to determine the student's perception on this item. They were given three statements: Do student activities (a) help your grades, (b) hurt your grades, or (c) have no effect on your grades? A small percentage, 9.5, said it helped their grades; 5.4% said it hurt their grades; and

85.1% said it had no effect upon their grades as described in Table 11.

Table 11

The Perceived Effect by Students of the Activity Program on Their Grades

	Helps	Hurts	Has no effect
<u>n</u>	30	17	268
Percent	9.5	5.4	85.1

No response = 1

Perceptions of School Personnel Regarding Student Activities

As previously indicated, Part II of the instrument consisted of 11 questions about each of the six aspects of student activities. This created a possible 66 responses for each individual. Combined numerical scores were used (5, 4, 3, 2, 1) to represent the responses ranging from 'strongly agree' to 'strongly disagree'. A mean score was calculated for each of the 66 responses. Individuals who left items blank were given an average score of 3. Three student questionnaires were declared unusable and, therefore, were not calculated. One school board member's questionnaire was returned too late to be included in the study.

Table 12

Combined Perceptual Scores of all School Personnel on  
Survey Question 1

The following school activities provide an equitable offering for both males and females in the following areas:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	102	178	22	52	5		
	%	28.4	49.6	6.1	14.5	1.4	3.891	1.020
Academic class-								
related activities	<u>n</u>	154	160	39	4	2		
	%	42.9	44.6	10.9	1.1	.6	4.281	.745
Performing arts	<u>n</u>	132	163	54	7	3		
	%	36.8	45.4	15.0	1.9	.8	4.153	.806
Student government	<u>n</u>	131	164	55	7	2		
	%	36.5	45.7	15.3	1.9	.6	4.156	.790
Career-oriented								
activities	<u>n</u>	118	166	66	8	1		
	%	32.9	46.2	18.4	2.2	.3	4.092	.787
Social-oriented								
activities	<u>n</u>	90	153	91	19	6		
	%	25.1	42.6	25.3	5.3	1.7	3.841	.918

As indicated in Table 12, school personnel showed a very favorable response to the statement that school activities provided an equitable offering for both males and females. Academic class-related activities offered the most equitable offering for both sexes as determined by 87.5% of the respondents. In descending order, the athletic program had 83.4% support, performing arts and student government had 82.2%, career-oriented activities had 79.1 %, and social-oriented activities had 67.7% favorable response.

On the negative side, 1.7% of the respondents disagreed that academic class-related activities offered an equitable offering for both sexes. In ascending order, student government and career-oriented activities were felt to have an unequal offering by 2.5%, performing arts by 2.7%, social-oriented activities by 7.0%, and athletics by 15.0% of the respondents.

School personnel were neutral or held no opinion about the equitable offering potential of student activities most frequently in the area of social-oriented activities. Over 25% were neutral when concerned with equitable offering in social-oriented activities. Career-oriented activities had a neutral or no opinion score reflected by 18.4%; student government, 15.3%; performing arts, 15.0%; and academic-class related had 10.9%. School personnel were the least neutral toward athletics with a score of only 6.1%. School personnel had the strongest perception about equitable offering when it related to athletics.

Table 13

Combined Perceptual Score of all School Personnel on  
Survey Question 2

The following school activities allow an adequate number of students to participate to justify their existence:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	149	151	35	23	1		
	<u>%</u>	41.5	42.1	9.7	6.4	.3	4.181	.874
Academic class-								
related activities	<u>n</u>	101	181	62	12	3		
	<u>%</u>	28.1	50.4	17.3	3.3	.8	4.017	.815
Performing arts	<u>n</u>	97	186	56	17	3		
		27.0	51.8	15.6	4.7	.8	3.994	.832
Student government	<u>n</u>	87	182	59	26	5		
	<u>%</u>	24.2	50.7	16.4	7.2	1.4	3.891	.901
Career-oriented								
activities	<u>n</u>	90	180	71	13	5		
	<u>%</u>	25.1	50.1	19.8	3.6	1.4	3.939	.847
Social-oriented								
activities	<u>n</u>	63	163	98	24	11		
	<u>%</u>	17.5	45.4	27.3	6.7	3.1	3.677	.943

As shown in Table 13, school personnel had a favorable response to the statement that school activities allowed an adequate number of students to participate to justify their existence. Athletics offered the most opportunities to participate as determined by 83.6% of the respondents. In descending order, the performing arts activities program had 78.8%, academic class-related activities had 78.5%, career-oriented had 75.2%, student government had 74.9%, and social-oriented activities had 62.9% support.

On the negative side, 4.1% of the respondents disagreed that academic class-related activities allowed an adequate number of students to participate. In ascending order, career-oriented activities were perceived to lack adequate participation by 5%; performing arts, 5.5%; athletics, 6.9%; student government, 8.6%; and social-oriented activities by 9.8% of the respondents.

School personnel were neutral about whether school activities allowed for adequate participation most frequently in relation to social-oriented activities. Over 27% were neutral when concerned with social activities allowing for adequate participation. Career-oriented activities had a neutral score of 19.8%; academic class-related, 17.3%; student government, 16.4%; and performing arts 15.6%. School personnel were the least neutral about athletics as shown by 9.7% of the respondents. School personnel had the strongest perception about adequate participation when related to athletics.



Table 14

Combined Perceptual Scores of all School Personnel on  
Survey Question 3

Participation in the following school activities provides  
for the total development of students:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	98	170	66	22	3		
	%	27.3	47.4	18.4	6.1	.8	3.942	.881
Academic class-								
related activities	<u>n</u>	108	178	58	12	3		
	%	30.1	49.6	16.2	3.3	.8	4.047	.819
Performing arts	<u>n</u>	83	181	75	18	2		
	%	23.1	50.4	20.9	5.0	.6	3.905	.827
Student government	<u>n</u>	97	187	60	14	1		
	%	27.0	52.1	16.7	3.9	.3	4.017	.787
Career-oriented								
activities	<u>n</u>	108	182	53	15	1		
	%	30.1	50.7	14.8	4.2	.3	4.061	.799
Social-oriented								
activities	<u>n</u>	62	169	96	27	5		
	%	17.3	47.1	26.7	7.5	1.4	3.713	.887

As indicated in Table 14, school personnel showed a very favorable response to the statement that participation in school activities provided for the total development of students. The career-oriented activities program was judged to promote total student development by 80.8% of the respondents. In descending order, the academic class-related activities program had the support of 79.7%; student government, 79.1%; athletics, 74.7%; performing arts, 73.5%; and social-oriented activities, 64.4%.

On the negative side, 4.1% of the respondents disagreed that academic class-related activities provided for total development. In ascending order, student government had 4.1%; career-oriented, 4.5%; performing arts, 5.6%; athletics, 6.9%; and social-oriented, 8.9%.

School personnel were neutral or held no opinion about whether school activities provided for total development most frequently in regard to social-oriented activities, 26.7%. Performing arts had a 20.9% neutral response followed by athletics, 18.4%; student government, 16.7%; academic class-related, 16.2%; and respondents were least neutral about career-oriented activities, 14.8%. School personnel had the strongest perception about total student development when related to career-oriented activities.

Table 15

Combined Perceptual Scores of all School Personnel on  
Survey Question 4

The following school activities provide for leadership development through participation:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	141	143	50	20	5		
	<u>%</u>	39.3	39.8	13.9	5.6	1.4	4.100	.934
Academic class- related activities	<u>n</u>	131	154	60	13	1		
	<u>%</u>	36.5	42.9	16.7	3.6	.3	4.117	.831
Performing arts	<u>n</u>	93	164	79	21	2		
	<u>%</u>	25.9	45.7	22.0	5.8	.6	3.905	.870
Student government	<u>n</u>	176	141	37	5	0		
	<u>%</u>	49.0	39.3	10.3	1.4	0.0	4.359	.722
Career-oriented activities	<u>n</u>	138	144	65	12	0		
	<u>%</u>	38.4	40.1	18.1	3.3	0.0	4.136	.826
Social-oriented activities	<u>n</u>	77	155	105	18	4		
	<u>%</u>	21.4	43.2	29.2	5.0	1.1	3.788	.875

As indicated in Table 15, school personnel showed a favorable response to the statement that school activities provided for leadership development through participation. The student government program was judged to provide for leadership development by 88.3% of the respondents. In descending order, the academic class-related activities program had 79.4%; athletics, 79.1%; career-oriented, 78.5%; performing arts, 71.6%; and social-oriented activities, 64.6% support.

On the negative side, 1.4% of the respondents disagreed that the student government program provided for leadership development. In ascending order, career-oriented activities had a 3.3% response; academic class-related activities, 3.9%; social-oriented activities, 6.1%; performing arts 6.4%; and athletics, 7.0%.

School personnel were neutral or held no opinion most frequently in relation to social-oriented activities, 29.2%. Performing arts received a neutral response about leadership development from 22.0% followed by career-oriented activities with 18.1%; academic class-related activities, 16.7%; athletics, 13.9%; and student government, 10.3%. School personnel had the strongest perceptions about leadership development when related to student government.

Table 16

Combined Perceptual Scores of all School Personnel on  
Survey Question 5

Students should be excused from class to participate in the following school activities:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	119	133	53	41	13		
	%	33.1	37.0	14.8	11.4	3.6	3.847	1.114
Academic class-								
related activities	<u>n</u>	120	157	50	25	7		
	%	33.4	43.7	13.9	7.0	1.9	3.997	.964
Performing arts	<u>n</u>	113	132	68	36	10		
	%	31.5	36.8	18.9	10.0	2.8	3.841	1.065
Student government	<u>n</u>	110	157	54	31	7		
	%	30.6	43.7	15.0	8.6	1.9	3.925	.987
Career-oriented								
activities	<u>n</u>	111	152	65	24	7		
	%	30.9	42.3	18.1	6.7	1.9	3.936	.965
Social-oriented								
activities	<u>n</u>	72	109	107	50	21		
	%	20.1	30.4	29.8	13.9	5.8	3.448	1.132

As indicated in Table 16, school personnel showed a favorable response to the statement that students should be excused from class to participate in school activities. Academic class-related activities were judged by the respondents 77.1% as the activity that would most justify missing class. In descending order, the student government activities program was favored by 74.3%; career-oriented activities, 73.2%; athletics, 70.1%; performing arts, 67.3%; and social-oriented activities, 50.5%.

On the negative side, 8.6% disagreed that career-oriented activities participants should be excused from class to participate. In ascending order, academic class-related had a 8.9% response; student government, 10.5%; performing arts, 12.8%; athletics, 15.0%; and social-oriented activities participants, 19.7%.

School personnel were neutral or held no opinion about whether students should be excused to participate most frequently in regard to social-oriented activities. Neutrality toward excusing performing arts participants was expressed by 18.9%. These were followed by career-oriented, 18.1%; student government, 15.0%; athletics, 14.8%; and academic class-related activities, 13.9%. School personnel had the strongest perception about excusing students from class concerning academic class-related activities.

Table 17

Combined Perceptual Scores of all School Personnel on  
Survey Question 6

Adequate funds are included in the school division budget  
for the following activities:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic Program	<u>n</u>	97	127	53	60	22		
	%	27.0	35.4	14.8	16.7	6.1	3.604	1.219
Academic class-								
related activities	<u>n</u>	42	120	95	85	17		
	%	11.7	33.4	26.5	23.7	4.7	3.237	1.084
Performing arts	<u>n</u>	28	116	102	84	29		
	%	7.8	32.3	28.4	23.4	8.1	3.084	1.090
Student government	<u>n</u>	38	116	135	55	15		
	%	10.6	32.3	37.6	15.3	4.2	3.298	.990
Career-oriented								
activities	<u>n</u>	35	123	110	71	20		
	%	9.7	34.3	30.6	19.8	5.6	3.228	1.051
Social-oriented								
activities	<u>n</u>	28	106	147	61	17		
	%	7.8	29.5	40.9	17.0	4.7	3.187	.967

As indicated in Table 17, school personnel showed less than favorable response to the statement that adequate funds were included in the school division budget for student activities. The athletic program was viewed by 62.4% as being adequately funded. In descending order, the academic class-related activities program showed 45.1%; career-oriented, 44.0%; student government, 42.9%; performing arts, 40.1%; and social-oriented activities, 37.5%.

On the negative side, or beliefs that adequate funds were not provided in the school division budget, performing arts were perceived to have less than adequate funds in the school division budget by 31.4%. In descending order academic class-related showed 28.4% support; career-oriented, 25.4%; athletics, 22.8%; social-oriented activities, 21.7%; and student government, 19.5%.

School personnel were neutral or held no opinion about adequate funds being included in the school division budget most frequently concerning social-oriented activities. Neutrality was shown toward student government, 37.6%; career-oriented activities, 30.6%; performing arts, 28.4%; academic class-related activities, 26.5%; and athletics, 14.8%. The athletic program was the only activity perceived by the majority of school personnel as having adequate funds included in the school division budget.



Table 18

Combined Perceptual Scores of all School Personnel on  
Survey Question 7

Student fund raising provides the primary financial support for the following activities:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	76	112	63	86	22		
	%	21.2	31.2	17.5	24.0	6.1	3.373	1.228
Academic class-								
related activities	<u>n</u>	72	187	29	25	6		
	%	20.1	52.1	19.2	7.0	1.7	3.819	.889
Performing arts	<u>n</u>	80	156	84	32	7		
	%	22.3	43.5	23.4	8.9	1.9	3.752	.964
Student government	<u>n</u>	58	152	107	38	4		
	%	16.2	42.3	29.8	10.6	1.1	3.618	.917
Career-oriented								
activities	<u>n</u>	87	167	80	21	4		
	%	24.2	46.5	22.3	5.8	1.1	3.869	.886
Social-oriented								
activities	<u>n</u>	81	151	104	20	3		
	%	22.6	42.1	29.0	5.6	.8	3.799	.881

As indicated in Table 18, school personnel showed a favorable response to the statement that student fund raising provided the primary financial support for student activities. The academic class-related activities program was judged to use fund raising as the primary financial support by 72.2%. In descending order, the career-oriented activities program was favored by 70.5%; performing arts, 65.8%; social-oriented activities, 64.7%; student government, 58.5%; and athletics, 52.4%.

On the negative side, the social-oriented activities program was judged by 6.4% of the respondents as using student fund raising as the primary financial support. In ascending order, career-oriented activities showed 6.9% response; academic class-related activities, 8.7%; performing arts, 10.8%; student government, 11.7%; and athletics, 30.1%

School personnel were neutral or held no opinion about whether student fund raising provided the primary financial support most frequently about student government, 29.8%. Neutrality was shown about social-oriented activities, 29.0% followed by performing arts, 23.4%; career-oriented activities, 22.3%; academic class-related activities, 19.2%; and athletics, 17.5%. School personnel had the strongest perception about student fund raising when compared to academic class-related activities.

Table 19

Combined Perceptio<sup>n</sup>l Scores of all School Personnel on  
Survey Question 8

I support an increase in the academic requirements for participation in the following school activities:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	128	126	59	33	13		
	%	35.7	35.1	16.4	9.2	3.6	3.900	1.099
Academic class-								
related activities	<u>n</u>	90	142	84	34	9		
	%	25.1	39.6	23.4	9.5	2.5	3.752	1.015
Performing arts	<u>n</u>	69	126	111	42	11		
	%	19.2	35.1	30.9	11.7	3.1	3.557	1.026
Student government	<u>n</u>	84	150	85	30	10		
	%	23.4	41.8	23.7	8.4	2.8	3.747	.997
Career-oriented								
activities	<u>n</u>	63	142	95	48	11		
	%	17.5	39.6	26.5	13.4	3.1	3.552	1.026
Social-oriented								
activities	<u>n</u>	46	122	134	44	13		
	%	12.8	34.0	37.3	12.3	3.6	3.401	.981

As indicated in Table 19, school personnel showed a favorable response to the statement that called for an increase in academic requirements to participate in school activities. More school personnel, 70.8%, favored an increase in academic requirements for athletics than for other areas. In descending order, increased academic requirements were favored for the student government activities program, 65.2%; academic class-related activities, 64.7%; career-oriented activities, 57.1%; and performing arts 54.3%. Less than a majority, 46.0%, favored an increase in social-oriented activities.

On the negative side, 11.2% of school personnel opposed increasing academic requirements for participation in student government. In ascending order, 12.0% opposed increasing requirements for participation in academic class-related activities; 12.8% for athletics; 14.8% for performing arts; 15.9% for social-oriented activities; and 16.5% for career-oriented activities.

School personnel were neutral or held no opinion about increasing academic requirements for participation with social-oriented activities, 37.3%. School personnel were neutral toward performing arts, 30.9%; career-oriented activities, 26.5%; student government, 23.7%; academic class-related activities, 23.4%; and athletics, 16.4%. School personnel generally favored an increase in academic requirements for participation, especially for athletics.

Table 20

Combined Perceptual Scores of all School Personnel on  
Survey Question 9

Our school has an outstanding program in the following areas:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic Program	<u>n</u>	154	122	43	33	7		
	%	42.9	34.0	12.0	9.2	1.9	4.067	1.044
Academic class-								
related activities	<u>n</u>	85	154	75	41	4		
	%	23.7	42.9	20.9	11.4	1.1	3.766	.975
Performing arts	<u>n</u>	90	126	82	52	9		
	%	25.1	35.1	22.8	14.5	2.5	3.657	1.082
Student government	<u>n</u>	75	159	94	24	7		
	%	20.9	44.3	26.2	6.7	1.9	3.755	.925
Career-oriented								
activities	<u>n</u>	96	146	83	29	5		
	%	26.7	40.7	23.1	8.1	1.4	3.833	.960
Social-oriented								
activities	<u>n</u>	48	137	124	37	13		
	%	13.4	38.2	34.5	10.3	3.6	3.474	.971

As indicated in Table 20, school personnel showed a favorable response to the statement that the school had an outstanding program in the school activities program. Athletics was judged to be most outstanding by 76.9% of the respondents. In descending order, the academic class-related activities program was perceived as being outstanding by 76.6%; career-oriented activities, 67.4%; student government, 65.2%; performing arts, 60.2%; and social-oriented activities, 51.6%.

On the negative side, 9.5% of the respondents disagreed that their school had an outstanding program in career-oriented activities. In ascending order athletics displayed 11.1%; student government activities, 11.6%; academic class-related activities, 12.5%; social-oriented activities, 13.9%; and performing arts, 17.0%.

School personnel were neutral or held no opinion about increasing academic requirements for participating most frequently in social-oriented activities. Respondents were neutral about student government 26.2%; career-oriented activities, 23.1%; performing arts, 22.8%; academic class-related, 20.9%; and athletics, 12.0%. School personnel viewed athletics as being the most outstanding portion of the school activity program.

Table 21

Combined Perceptual Scores of all School Personnel on  
Survey Question 10

The following activities should be discontinued at our school:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic Program	<u>n</u>	3	5	27	102	222		
	<u>%</u>	.8	1.4	7.5	28.4	61.8	1.510	.765
Academic class-								
related activities	<u>n</u>	1	10	38	114	196		
	<u>%</u>	1.3	2.8	10.6	31.8	54.6	1.624	.805
Performing arts	<u>n</u>	9	9	40	115	186		
	<u>%</u>	2.5	2.5	11.1	32.0	51.8	1.719	.937
Student government	<u>n</u>	1	16	47	110	185		
	<u>%</u>	1.3	4.5	13.1	30.6	51.5	1.713	.877
Career-oriented								
activities	<u>n</u>	4	7	48	113	187		
	<u>%</u>	1.1	1.9	13.4	31.5	52.1	1.685	.858
Social-oriented								
activities	<u>n</u>	10	17	68	109	155		
	<u>%</u>	2.8	4.7	18.9	30.4	43.2	1.936	1.030

As indicated in Table 21, school personnel strongly opposed discontinuation of the school activity program. The athletic program was favored for discontinuation by 2.2% of school personnel. In ascending order, 3.0% wanted the career-oriented activities program stopped in schools; academic class-related, 4.1%; performing arts, 5.0%; student government, 5.8%; and social-oriented activities, 7.5%.

As a show of support for these activities, 90.2% opposed the discontinuance of the athletic program. Doing away with academic class-related activities was opposed by 86.4%; career-oriented activities, 83.6%; performing arts, 83.8%; student government, 82.1%; and social-oriented activities, 73.6%.

School personnel were neutral or expressed no opinion on whether school activities should be discontinued most frequently toward social-oriented activities, 18.9%. Neutrality was shown toward career-oriented activities, 13.4%; student government, 13.1%; performing arts, 11.1%; academic class-related activities, 10.6%; and athletics, 7.5%. School personnel opposed any school activity being discontinued. This perception was strongest when related to athletics.



Table 22

Combined Perceptual Scores of all School Personnel on  
Survey Question 11

Faculty sponsorship/coaching is the determining element in the success of student involvement for the following activities:

		SA	A	N	D	SD		
		5	4	3	2	1	Mean	SD
Athletic program	<u>n</u>	176	126	31	20	6		
	%	49.0	35.1	8.6	5.6	1.7	4.242	.945
Academic class- related activities	<u>n</u>	100	173	51	27	8		
	%	27.9	48.2	14.2	7.5	2.2	3.919	.958
Performing arts	<u>n</u>	104	156	66	27	6		
	%	29.0	43.5	18.4	7.5	1.7	3.905	.958
Student government	<u>n</u>	93	166	62	34	4		
	%	25.9	46.2	17.3	9.5	1.1	4.864	.958
Career-oriented activities	<u>n</u>	98	163	73	18	7		
	%	27.3	45.4	20.3	5.0	1.9	3.911	.920
Social-oriented activities	<u>n</u>	69	143	109	25	13		
	%	19.2	39.8	30.4	7.0	3.6	3.641	.987

As indicated in Table 22, school personnel showed a favorable response to the statement that faculty sponsorship/coaching was the determining element in the success of student involvement for school activities. The sponsor/coach was felt to be most important in athletics, 84.1%. In descending order, the sponsor/coach of the academic class-related activities program was felt to be most important by 76.1%. These were followed by career-oriented activities, 72.7%; performing arts, 72.5%; student government, 72.1%; and social-oriented activities, 58.0%.

On the negative side, 6.9% opposed the statement that the sponsor/coach was the determining element for career-oriented activities. In ascending order, it was followed by athletics, 7.5%; performing arts, 9.2%; academic class-related activities, 9.7%; and 10.6% for both student government and social-oriented activities.

School personnel were neutral or held no opinion on the sponsor/coach being the determining element for student activities most frequently with social-oriented activities. This was followed by career-oriented activities, 20.3%; academic class-related activities, 14.2%; and athletics, 8.6%. School personnel viewed the sponsor/coach to be most important in athletics.

Correlational Results of Students

Schools exist for students, and in each school there is a wide range of difference among these students. Due to the large sample involved in this study,  $n=316$ , and because the sample was proportionately stratified according to sex and rank in class, correlational studies were done.

An analysis of variance was run on the students to determine if there were significant differences between the variables of sex, rank in class, and residency as compared to the six specific aspects of student activities. Those activities were athletics, academic-class related, performing arts, student government, career-oriented, and social-oriented activities. The eta coefficient was then calculated to measure the strength of the relationships.

Table 23

Analysis of Variance of Students on the Variables Sex and Athletics

Strata	N	Mean	SD
Male	157	40.7134	5.1217
Female	159	40.6855	4.8849
F = .0024		Significance = .9606	
		ETA = .0028	

The 316 students showed a positive score toward athletics as shown in Table 23. The males had a more favorable score than females. There was no significant difference between sex and athletics. The association between sex and athletics was negligible with an ETA correlation of only .0028.

Table 24

Analysis of Variance of Students on the Variables Sex and Academic Class-Related Activities

Strata	N	Mean	SD
Male	157	40.2803	4.1057
Female	159	40.6164	4.2199
F = .5148		Significance = .4736	ETA = .0405

Table 24 showed that 316 students had a positive score toward academic-class related activities. The 157 males had a mean score of 40.2803 with a standard deviation of 4.1057. The 159 females had a mean score of 40.6164 with a standard deviation of 4.2199. The positive scores showed a combined favorable score of 40.4494 with a standard deviation of 4.3744. There was no significant difference between sex and academic class-related activities. The correlation between sex and academic class-related activities was negligible with an ETA of only .0405.

Table 25

Analysis of Variance of Students on the Variables Sex and Performing Arts

Strata	N	Mean	SD
Male	157	38.6561	4.3732
Female	159	40.1258	4.2646
F = 9.1485		Significance = .0027	ETA = .1683

Table 25 revealed that 316 students had a favorable score toward performing arts. Females were more favorable than males. There was a significant difference between sex and performing arts; however, the association between sex and performing arts was weak with an ETA score of .1683.

Table 26

Analysis of Variance of Students on the Variables Sex and Student Government

Strata	N	Mean	SD
Male	157	39.5924	4.3219
Female	159	40.8365	4.0532
F = 6.9685		Significance = .008	ETA = .1473

Table 26 indicated that 316 students had a favorable score toward student government. Females were more favorable than males. There was a significant difference between sex and student government; however, the association between sex and student government was weak with an ETA score of .1473.

Table 27

Analysis of Variance of Students on the Variables Sex and Career-Oriented Activities

Strata	N	Mean	SD
Male	157	39.5732	4.6052
Female	159	40.7799	4.3249
F = 5.7657		Significance = .0169	ETA = .1343

Table 27 revealed that 316 students had a favorable score toward career-oriented activities. Females were more favorable than males. There was a significant difference between sex and career-oriented activities; however, the association between sex and career-oriented activities was weak with an ETA score of only .1343.

Table 28

Analysis of Variance of Students on the Variables Sex and Social-Oriented Activities

Strata	N	Mean	SD
Male	157	37.1529	4.6865
Female	159	38.4465	4.8387
F = 5.8259		Significance = .0164	ETA = .1350

Table 28 showed that 316 students had a favorable score toward social-oriented activities. Females were more favorable than males. There was a significant difference between sex and social-oriented activities; however, the relationship between sex and social-oriented activities was weak with an ETA score of .1350.

Table 29

Analysis of Variance of Students on the Variables Residence  
and Athletics

Strata	N	Mean	SD
City/town	104	41.2404	4.9237
County	207	40.3671	5.0464

(5 non-respondents)

F = 2.1064                      Significance = .1477                      ETA = .0823

Table 29 indicated that 67% of the students lived in the county; 33% lived in towns and cities. Students had a positive score toward athletics regardless of whether they resided in a city/town or in the county. Those living in the city had a more favorable score. There was no significant difference between residence and athletics. With an ETA of .0823, the association between residence and athletics was negligible.



Table 30

Analysis of Variance of Students on the Variables Residence  
and Academic-Class Related Activities

Strata	N	Mean	SD
City/town	104	40.2019	4.8599
County	207	40.6280	3.7471

F = .7293                      Significance = .3938                      ETA = .0485

Table 30 showed that 67% of the students lived in the county; 33% lived in a city/town. Students had a positive score regardless of whether they resided in a city/town or the county. Students who resided in the county had a more favorable score on academic class-related activities. There was no significant difference between residence and academic class-related activities. With an ETA score of .0485, the association between residence and academic-class related activities was negligible.

Table 31

Analysis of Variance of Students on the Variables Residence  
and Performing Arts

Strata	N	Mean	SD
City/town	104	39.7404	4.6300
County	207	39.2029	4.2618
F = 1.0386		Significance = .3089	ETA = .0579

Table 31 indicated that 67% of the students lived in the county; 33% lived in the city/town. Students had a moderately strong score on performing arts. Students who lived in a city/town had a stronger score than those living in the county. There was no significant difference between residence and performing arts. The association between residence and performing arts was negligible with an ETA of only .0579.

Table 32

Analysis of Variance of Students on the Variables Residence  
and Student Government

Strata	N	Mean	SD
City/town	104	40.3269	4.5055
County	208	40.1594	4.1277

$F = .1072$                       Significance = .7436                       $ETA = .0186$

Table 32 showed that 67% of the students lived in the county; 33% lived in a city/town. Students had a moderately strong score on student government. Students who lived in a city/town had a more favorable score on student government. There was no significant difference between residence and student government. With an ETA score of .0186, the association between residence and student government was negligible.

Table 33

Analysis of Variance of Students on the Variables Residence  
and Career-Oriented Activities

Strata	N	Mean	SD
City/town	104	40.2115	4.9181
County	207	40.1981	4.3292
F = .0006		Significance = .9803	ETA = .0014

Table 33 revealed that 67% of the students lived in the county; 33% lived in a city/town. Students had a strong score on career-oriented activities. Students who lived in a city/town had a more favorable score on career-oriented activities with an ETA score of .0014. There was no significant difference between residence and career-oriented activities. There was a negligible association between residence and career-oriented activities.

Table 34

Analysis of Variance of Students on the Variables Residence  
and Social-oriented Activities

Strata	N	Mean	SD
City/town	104	37.2019	5.1055
County	207	38.0193	4.6394
F = 2.0076		Significance = .1575	ETA = .0803

Table 34 indicated that 67% of the students lived in the county; 33% lived in a city/town. Students had a moderately favorable score on social-oriented activities. Those students who resided in the county had a more favorable perception than those living in a city/town. There was no significant difference between residence and social-oriented activities. The association between residence and social-oriented activities was negligible.

Students were stratified in equal proportions based on rank in class. One hundred ten top students, 110 middle students, and 110 bottom students were chosen--30 from each of the 11 high schools. One hundred three top students, 109 middle students, and 104 bottom students returned the survey. These were returned at the following percentages: top students--95%; middle students--99%; and bottom students--94%.

Table 35

Analysis of Variance of Students on the Variables Rank in Class and Athletics

Strata	N	Mean	SD
Top ranked 1/3	103	39.9320	5.0590
Middle ranked 1/3	109	41.2569	5.0505
Bottom ranked 1/3	104	40.8750	4.8265
F = 1.9698		Significance = .1412	ETA = .1115

Table 35 revealed that all students had a favorable score on athletics. Middle-ranked students had the most favorable score. Bottom-ranked students had the second most favorable score while top-ranked students had the least favorable score. There was no significant difference between rank in class and athletics. With an ETA score of .1115, the association between rank in class and athletics was very weak.

Table 36

Analysis of Variance of Students on the Variables Rank in Class and Academic Class-Related Activities

Strata	N	Mean	SD
Top ranked 1/3	103	40.3204	4.3526
Middle ranked 1/3	109	40.8716	4.1591
Bottom ranked 1/3	104	40.1346	3.9660

F = .9078                      Significance = .4045                      ETA = .0759

Table 36 showed that all students had a favorable score on academic class-related activities. Middle-ranked students were the most favorable. Top-ranked students had the second most favorable score while bottom-ranked students had the least favorable. There was no significant difference between rank in class and academic class-related activities. With an ETA score of .0759, there was a negligible association between rank in class and academic-class related activities.

Table 37

Analysis of Variance of Students on the Variables Rank in Class and Performing Arts

Strata	N	Mean	SD
Top ranked 1/3	103	38.9320	4.1851
Middle ranked 1/3	109	39.8716	4.6050
Bottom ranked 1/3	104	39.3558	4.2993
F = 1.2297		Significance = .2938	ETA = .0883

Table 37 revealed that all students had a moderately favorable score on performing arts. The most favorable score was held by the middle-ranked students. Bottom-ranked students had the second most favorable score while the top-ranked students had the least favorable scores. There was no significant difference between rank in class and performing arts. With an ETA score of .0883, the association between rank in class and performing arts was negligible.



Table 38

Analysis of Variance of Students on the Variables Rank in Class and Student Government

Strata	N	Mean	SD
Top ranked 1/3	103	40.1553	3.7305
Middle ranked 1/3	109	40.3945	4.4825
Bottom ranked 1/3	104	40.0962	4.4471

F = .1486                      Significance = .8619                      ETA = .0308

Table 38 indicated that all students had a favorable score on student government. Middle-ranked students had the most favorable score. Top-ranked students had the second most favorable score while bottom-ranked students had the least favorable score. There was no significant difference between rank in class and student government. With an ETA score of .0308, the association between rank in class and student government was negligible.

Table 39

Analysis of Variance of Students on the Variables Rank in Class and Career-Oriented Activities

Strata	N	Mean	SD
Top ranked 1/3	103	39.1748	4.0570
Middle ranked 1/3	109	40.6789	4.5152
Bottom ranked 1/3	104	40.6538	4.7700
F = 3.8864		Significance = .0215	ETA = .1557

Table 39 showed that all students had a favorable score on career-oriented activities. Middle-ranked students had the most favorable score. Bottom-ranked students had the second most favorable score while top-ranked students had the least favorable score. There was a significant difference between rank in class and career-oriented activities; however, with an ETA score of .1557, the association between rank in class and career-oriented activities was very weak.

Table 40

Analysis of Variance of Students on the Variables Rank in Class and Social-Oriented Activities

Strata	N	Mean	SD
Top ranked 1/3	103	37.0874	4.9884
Middle ranked 1/3	109	38.4220	4.6930
Bottom ranked 1/3	104	37.8654	4.6698

F = 2.0739                      Significance = .1274                      ETA = .1144

Table 40 indicated that all students had a mildly favorable score on social-oriented activities. The combined mean score for students was lower on the variable social-oriented activities than any of the other five aspects of the secondary student activity program. Middle-ranked students had the most favorable score on social-oriented activities. Bottom-ranked students had the second most favorable score while top-ranked students had the least favorable score. There was no significant difference between rank in class and social-oriented activities. With an ETA score of .1144, the association between rank in class and social-oriented activities was very weak.

Reporting Analysis of the Hypotheses

The t-test for independent samples was used to test the 18 hypotheses. This statistical analysis was done using the SPSS-X computer package. The test was done at the .05 level of significance.

Null Hypothesis 1

Null Hypothesis 1 was as follows: There will be no significant difference between the mean perception of selected school board members and principals as related to athletics.

Table 41

Mean Perceptual Scores of School Board Members and Principals on the Variable Athletics

Group	N	Mean	SD
School Board Members	32	40.3125	3.277
Principals	11	40.4545	3.012
$t = -0.13$		$d.f. = 41$	$p = 0.900$

The 32 school board members who responded, as shown in Table 41, had a mean score of 40.3125 and a standard deviation of 3.277 on all questions related to athletics as compared to a mean score of 40.4545 and a standard deviation of 3.012 for the 11 responding principals. For this test,  $n=43$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and principals as related to athletics. With a t-value of -0.13 and a probability of 0.900, the null hypothesis that there would be no significant difference failed to be rejected.

### Null Hypothesis 2

Null Hypothesis 2 was as follows: There will be no significant difference between the mean perception of selected school board members and principals as related to academic class-related activities.

Table 42

### Mean Perceptual Scores of School Board Members and Principals on the Variable Academic Class-Related Activities

Group	N	Mean	SD
School Board Members	32	41.6250	2.744
Principals	11	41.1818	3.816
t = 0.42		d.f. = 41	p = 0.679

The 32 school board members who responded, as shown in Table 42, had a mean score of 41.6250 and a standard deviation of 2.744 on all questions related to academic class-related activities as compared to a mean score of

1.1818 and a standard deviation of 3.816 for the 11 principals. For this test,  $n=43$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and principals as related to academic class-related activities. With a  $t$ -value of 0.42 and a probability of 0.679, the null hypothesis that there would be no significant difference failed to be rejected.

### Null Hypothesis 3

Null Hypothesis 3 was as follows: There will be no significant difference between the mean perception of selected school board members and principals as related to performing arts activities.

Table 43

### Mean Perceptual Scores of School Board Members and Principals on the Variable Performing Arts Activities

Group	N	Mean	SD
School Board Members	32	39.7500	4.024
Principals	11	40.9091	3.590
$t = -0.85$		$d.f. = 41$	$p = 0.403$

Table 43 showed that 32 school board members had a mean score of 39.7500 and a standard deviation of 4.024 on all questions related to performing arts as compared to a

mean score of 40.9091 and a standard deviation of 3.590 for the 11 responding principals. For this test,  $n=43$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and principals as related to performing arts. With a t-value of -0.85 and a probability of 0.403, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 4

Null Hypothesis 4 was as follows: There will be no significant difference between the mean perception of selected school board members and principals as related to student government.

Table 44

#### Mean Perceptual Scores of School Board Members and Principals on the Variable Student Government

Group	N	Mean	SD
School Board Members	32	41.1563	3.194
Principals	11	41.5455	3.297
t = -0.35		d.f. = 41	p = 0.731

The 32 school board members who responded, as shown in Table 44, had a mean score of 41.1563 and a standard

deviation of 3.194 on all questions related to student government as compared to a mean score of 41.5455 and a standard deviation of 3.297 for the 11 responding principals. For this test,  $n=43$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and principals as related to student government. With a t-value of -0.35 and a probability of 0.731, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 5

Null Hypothesis 5 was stated as follows: There will be no significant difference between the mean perception of selected school board members and principals as related to career-oriented activities.

Table 45

#### Mean Perceptual Scores of School Board Members and Principals on the Variable Career-Oriented Activities

Group	N	Mean	SD
School Board Members	32	40.4375	3.741
Principals	11	41.4545	3.643
t = -0.78		d.f. = 41	p = 0.438



The 32 school board members who responded, as shown in Table 45 had a mean score of 40.4375 and a standard deviation of 3.741 related to student government as compared to a mean score of 41.4545 and a standard deviation of 3.643 for the 11 responding principals. For this test,  $n=43$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and principals as related to career-oriented activities. With a t-value of -0.78 and probability of 0.438, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 6

Null Hypothesis 6 was stated as follows: There will be no significant difference between the mean perception of selected school board members and principals as related to social-oriented activities.

Table 46

#### Mean Perceptual Scores of School Board Members and Principals on the Variable Social-Oriented Activities

Group	N	Mean	SD
School Board Members	32	39.5313	4.072
Principals	11	36.0909	7.582
t = 1.44		d.f. = 12	p = 0.177

The 32 school board members who responded, as shown in Table 46, had a mean score of 39.5313 and a standard deviation of 4.072 on all questions related to social-oriented activities as compared to a mean score of 36.0909 and a standard deviation of 7.582 for the 11 responding principals. Because there was a lack of homogeneity of variance, the separate variance formula was used. For this test,  $n=43$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and principals as related to social-oriented activities. With a t-value of 1.44 and a probability of 0.177 the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 7

Null Hypothesis 7 was stated as follows: There will be no significant difference between the mean perception of selected school board members and students as related to athletic activities.

Table 47

Mean Perceptual Scores of School Board Members and Students on the Variable Athletics

Group	N	Mean	SD
School Board Members	32	40.3125	3.277
Students	316	40.6994	4.996
t = -0.60		d.f. = 346	p = 0.551

The 32 school board members who responded, as shown in Table 47, had a mean score of 40.3125 and a standard deviation of 3.277 on all questions related to athletics as compared to a mean score of 40.6994 and a standard deviation of 4.996 for the 316 responding students. Because there was a lack of homogeneity of variance, the separate variance formula was used. For this test,  $n=348$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and students as related to athletic activities. With a t-value of -0.60 and a probability of 0.551, the null hypothesis that there would be significant difference failed to be rejected.

Null Hypothesis 8

Null Hypothesis 8 was stated as follows: There will be no significant difference between the mean perception of

selected school board members and students as related to academic class-related activities.

Table 48

Mean Perceptual Scores of School Board Members and Students on the Variable Academic Class-Related Activities

Group	N	Mean	SD
School Board Members	32	41.6250	2.744
Students	316	40.4494	4.160
t = 2.18		d.f. = 346	p = 0.034

The 32 school board members who responded, as shown in Table 48, had a mean score of 41.6250 and a standard deviation of 2.744 on all questions related to academic class-related activities as compared to a mean score of 40.4494 and a standard deviation of 4.160 for the 316 responding students. Because there was a lack of homogeneity of variance, the separate variance formula was used. For this test,  $n=348$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and students as related to academic class-related activities. With a t-value of 2.18 and a probability of 0.034, the null hypothesis that there would be no significant difference was rejected.

Null Hypothesis 9

Null Hypothesis 9 was stated as follows: There will be no significant difference between the mean perception of selected school board members and students as related to performing arts activities.

Table 49

Mean Perceptual Scores of School Board Members and Students on the Variable Performing Arts Activities

Group	N	Mean	SD
School Board Members	32	39.7500	4.024
Students	316	39.3956	4.374
t = 0.44		d.f. = 346	p = 0.660

The 32 school board members who responded, as shown in Table 49, had a mean score of 39.7500 and a standard deviation of 4.024 on all questions related to performing arts activities as compared to a mean score of 39.3956 and a standard deviation of 4.374 for the 316 responding students. For this test,  $n=348$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and students as related to performing arts activities. With a t-value of 0.44 and a probability of 0.660, the null hypothesis failed to be rejected.

Null Hypothesis 10

Null Hypothesis 10 was stated as follows: There will be no significant difference between the mean perception of selected school board members and students as related to student government activities.

Table 50

Mean Perceptual Score of School Board Members and Students on the Variable Student Government Activities

Group	N	Mean	SD
School Board Members	32	41.1563	3.194
Students	316	40.2184	4.228
t = 1.22		d.f. = 346	p = 0.224

The 32 school board members who responded, as shown in Table 50, had a mean score of 41.1563 and a standard deviation of 3.194 on all questions related to student government activities as compared to a mean score of 40.2184 and a standard deviation of 4.228 for the 316 responding students. For this test,  $n=348$ .

It was hypothesized that there would be no significant difference between school board members and students as related to student government activities. With a t-value of 1.22 and a probability of 0.224, the null hypothesis that there was no significant difference failed to be rejected.

Null Hypothesis 11

Null Hypothesis 11 was stated as follows: There will be no significant difference between the mean perception of selected school board members and students as related to career-oriented activities.

Table 51

Mean Perceptual Scores of School Board Members and Students as Related to Career-oriented Activities

Group	N	Mean	SD
School Board Members	32	40.4375	3.741
Students	316	40.1804	4.500
t = 0.31		d.f. = 346	p = 0.755

The 32 school board members who responded, as shown in Table 51, had a mean score of 40.4375 and a standard deviation of 3.741 on all questions related to career-oriented activities as compared to a mean score of 40.1804 and a standard deviation of 4.500 for the 316 responding students. For this test,  $n=348$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and students as related to career-oriented activities. With a t-value of 0.31 and a probability of

0.755, the null hypothesis that there was no significant difference failed to be rejected.

### Null Hypothesis 12

Null Hypothesis 12 was stated as follows: There will be no significant difference between the mean perception of selected school board members and students as related to social-oriented activities.

Table 52

### Mean Perceptual Scores of School Board Members and Students on the Variable Social-oriented Activities

Group	N	Mean	SD
School Board Members	32	39.5313	4.072
Students	316	37.8038	4.800
t = 1.96		d.f. = 346	p = .05

The 32 school board members who responded, as shown in Table 52, had a mean score of 39.5313 and a standard deviation of 4.072 for all questions relating to social-oriented concerns as compared to a mean score of 37.8038 and a standard deviation of 4.800 for the responding 316 students. For this test,  $n=348$ .

It was hypothesized that there would be no significant difference between the mean perception of selected school board members and students as related to social-oriented



activities. With a t-value of 1.96 and a probability of 0.050, the null hypothesis that there would be no significant difference was rejected.

### Null Hypothesis 13

Null Hypothesis 13 was stated as follows: There will be no significant difference between the mean perception of selected principals and students as related to athletics.

Table 53

### Mean Perceptual Scores of Principals and Students on the Variable Athletics

Group	N	Mean	SD
Principals	11	40.4545	3.012
Students	316	40.6994	4.996
t = -0.16		d.f. = 325	p = 0.872

The 11 principals who responded, as shown in Table 53, had a mean score of 40.4545 and a standard deviation of 3.012 to all questions relating to athletics as compared to a mean score of 40.6994 and a standard deviation of 4.996 for the 316 students who responded. For this test,  $n=327$ .

It was hypothesized that there would be no significant difference between the mean perception of selected principals and students as related to athletics. With a t-value of -0.16 and a probability of 0.872, the null

hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 14

Null Hypothesis 14 was stated as follows: There will be no significant difference between the mean perception of selected principals and students as related to academic class-related activities.

Table 54

#### Mean Perceptual Scores of Principals and Students on the Variable Academic Class-Related Activities

Group	N	Mean	SD
Principals	11	41.1818	3.816
Students	316	40.4494	4.160
$t = 0.58$		$d.f. = 325$	$p = 0.565$

The 11 principals who responded, as shown in Table 54, had a mean score of 41.1818 and a standard deviation of 3.816 on all questions relating to academic class-related activities as compared to a mean score of 40.449 and a standard deviation of 4.160 for the 316 students who responded. For this test,  $n=327$ .

It was hypothesized that there would be no significant difference between the mean perception of selected principals and students as related to academic class-related

activities. With a t-value of 0.58 and a level of probability of 0.565, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 15

Null Hypothesis 15 was stated as follows: There will be no significant difference between the mean perception of selected principals and students as related to performing arts.

Table 55

#### Mean Perceptual Scores of Principals and Students on the Variable Performing Arts Activities

Group	N	Mean	SD
Principals	11	40.9091	3.590
Students	316	39.3956	4.374
t = 1.13		d.f. = 325	p = 0.258

The 11 principals who responded, as shown in Table 55, had a mean score of 40.9091 and a standard deviation of 3.590 on all questions relating to performing arts activities as compared to a mean score of 39.3956 and a standard deviation of 4.374 for the 316 students who responded. For this test,  $n=327$ .

It was hypothesized that there would be no significant difference between the mean perception of selected principals and students as related to performing arts

activities. With a t-value of 1.13 and a level of probability of 0.258, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 16

Null Hypothesis 16 was stated as follows: There will be no significant difference between the mean perception of selected principals and students as related to student government activities.

Table 56

#### Mean Perceptual Scores of Principals and Students on the Variable Student Government Activities

Group	N	Mean	SD
Principals	11	41.5455	3.297
Students	316	40.2184	4.228
t = 1.03		d.f. = 325	p = 0.304

The 11 principals who responded, as shown in Table 56, had a mean score of 41.5455 and a standard deviation of 3.297 on all questions relating to student government activities as compared to a mean score of 40.2184 and a standard deviation of 4.228 for the 316 students who responded. For this test,  $n=327$ .

It was hypothesized that there would be no significant difference between the mean perception of selected

principals and students as related to student government activities. With a t-value of 1.03 and a level of probability of 0.304, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 17

Null Hypothesis 17 was stated as follows: There will be no significant difference between the mean perception of selected principals and students as related to career-oriented activities.

Table 57

#### Mean Perceptual Scores of Principals and Students on the Variable Career-Oriented Activities

Group	N	Mean	SD
Principals	11	41.4545	3.643
Students	316	40.1804	4.500
t = 0.93		d.f. = 325	p = 0.354

The 11 principals who responded, as shown in Table 57, had a mean score of 41.4545 and a standard deviation of 3.643 on all questions relating to career-oriented activities as compared to a mean score of 40.1804 and a standard deviation of 4.500 for the 316 students who responded. For this test,  $n=327$ .

It was hypothesized that there would be no significant difference between the mean perception of selected principals and students as related to career-oriented activities. With a t-value of 0.93 and a level of probability of 0.354, the null hypothesis that there would be no significant difference failed to be rejected.

#### Null Hypothesis 18

Null Hypothesis 18 was stated as follows: There will be no significant difference between the mean perception of selected principals and students as related to social-oriented activities.

Table 58

#### Mean Perceptual Scores of Principals and Students on the Variable Social-Oriented Activities

Group	N	Mean	SD
Principals	11	36.0909	7.582
Students	316	37.8038	4.800
t = -0.74		d.f. = 10	p = 0.473

The 11 principals who responded, as shown in Table 58, had a mean score of 36.0909 and a standard deviation of 7.582 on all questions relating to social-oriented activities as compared to a mean score of 37.8038 and a

standard deviation of 4.800 for the 316 students who responded. For this test,  $n=327$ .

It was hypothesized that there would be no significant difference between the mean perception of selected principals and students as related to social-oriented activities. With a t-value of -0.74 and a level of probability of 0.473, the null hypothesis that there would be no significant difference failed to be rejected.

#### Summary

Chapter 4 described the characteristics of the respondents, gave the perception of school personnel regarding student activities, tested the strength of associations by using the analysis of variance, and tested 18 null hypotheses through the use of the t-test for independent samples. These data gave evidence that there was general agreement among school personnel about the student activity program and that there was very favorable support for these activities. It was also concluded that there was very little association between a student's sex, rank in class, residency, and mean perceptual score on each activity.

## CHAPTER 5

### Summary, Findings, and Recommendations

#### Summary

The problem of this study was to determine if there was a significant difference among the expressed perceptions of selected school board members, principals, and students as related to specific aspects of the student activity problem. Specifically, the study was undertaken to gather data from the policy making group, school boards; the policy implementing group, principals; and those affected by the policies, the students themselves.

An instrument created by the writer was used to gather data. This instrument was developed through the use of a committee of professionals. This committee consisted of doctoral students and practicing administrators. The instrument was field tested for reliability and validity using a sample of school board members, principals, and students not involved in the sample.

The senior classes of 11 high schools, who formerly were united into one district for Virginia High School League activities, were chosen for the representative group of students. Thirty students from each senior class, randomly selected on the basis of sex and class rank, were chosen. This group totaled 330 students who were sent



questionnaires. A total of 96% of the surveys was returned.

The 11 principals of the high schools were chosen as an intact group for this study. All 11, or 100%, participated.

The schools were under the jurisdiction of seven different school boards. These groups consisted of 43 combined members. A total of 32 members, or 74%, participated in the survey.

The t-test for independent samples, at the .05 level of significance, was used to test for significant differences between the groups and the six aspects of the student activity program. The six aspects of student activities chosen for study were (a) athletics, (b) academic-class related activities, (c) performing arts, (d) student government, (e) career-oriented activities, and (f) social-oriented activities.

School board members and principals were described and analyzed in terms of the following demographic data: (a) sex, (b) age, (c) former participation as a high school senior, (d) residence, (e) years of experience, and (f) formal level of education.

Students were described and analyzed in terms of the following demographic data: (a) sex, (b) rank in class, (c) participation as a high school senior, (d) residence, and (e) the perceived effect of participation upon their grades.

An analysis of variance was used to determine the strength of association between the students' rank in class, residence, and sex as it related to their mean score on each aspect of the activity program.

### Findings

#### Hypotheses

Of the original 18 research hypotheses, tested for a significant difference, only two held to be true. They are as follows:

1. Research Hypothesis 8--There will be a significant difference between the mean perception of selected school board members and students as related to academic-class related activities.

2. Research Hypothesis 12--There will be a significant difference between the mean perception of selected school board members and students as related to social-oriented activities.

3. Hypotheses 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, and 18 were proven to be false research hypotheses. When tested in the null form, they failed to be rejected.

#### Demographic Data of School Board Members

1. The school boards were comprised of 27 males and five females. The respective percentages were 84% and 16%.

2. The average age of a school board member was 45.8. The ages ranged from 30-61 years.

3. Twenty-three school board members, or 78%, of those responding had participated in three to six activities as a high school senior.

4. Sixty-six percent, or 21 members, lived in the county; 34%, or 11 members, lived in towns or cities.

5. Twenty-eight, or 88%, of the members were serving their first term as a board member. Terms were four years in length.

6. Fourteen, or 44%, did not have a bachelor's degree.

#### Demographic Data of Principals

1. All principals were males.

2. Average age of principals was 49.9 years. The range was from 40-62.

3. Seven, or 64%, of the principals participated in three-six activities as a senior. One participated in seven or more.

4. Seven principals, or 64%, lived in a city or town; four, or 36%, lived in the county.

5. Six, or 55%, had nine or more years of experience.

6. All 11 principals had a master's degree plus hours. One would be completing a doctorate in December.

#### Demographic Data of Students

1. One hundred fifty-seven male students and 159 female students participated in the study.

2. The average age of the students was 17.5. The range was 16-18.

3. One hundred three top-ranked students, 109 middle-ranked students, and 104 bottom-ranked students participated in the survey.

4. The most popular activities chosen by the students were (a) career-oriented clubs, 114 students; (b) athletics, 112 students; (c) academic class-related, 108 students; (d) performing arts, 71 students; (e) student government, 51 students; and (f) social-oriented clubs, 43 students. Students also indicated that they participated in other activities other than those in this study.

5. One hundred four students, or 33%, lived in a town or city. Two hundred seven, or 67%, lived in the county.

6. Two hundred sixty-eight, or 85.1%, of the students said that participating in school activities had no effect on their grades. Thirty, or 9.5%, said it helped their grades. Seventeen, or 5.4%, said it hurt their grades.

### Correlations

All relationships between students' age, sex, and residence when correlated with each aspect of the student activity program were negligible to weak. There was no correlation that had any strength. It can be concluded that rank in class, sex, and residence have no correlation with their mean perception on the different aspects of the student activity program.

While the strength of the associations between the variables was negligible to weak as determined by an eta coefficient, there were significant differences found

between male and female students when associated with performing arts, student government, career-oriented activities, and social activities. A significant difference was also found between a student's rank in class and his or her score on career-oriented activities.

### Recommendations

As a result of this study, it is recommended that school personnel give consideration to the following items:

1. Because of uniformity of scores, input should be solicited from all school personnel when formulating policy concerning student activities.

2. Because 70% of the participants agreed that students should be excused to participate, a policy should be formulated to contain the particulars of each activity for each school division and for each school within the division.

3. With the exception of athletics, which has gate receipts, funds should be included in the school division budget to operate the school activity program, thereby reducing or eliminating student fund raising. Care should be given to the gate receipts of the athletic programs to insure that they provide adequate financial resources.

4. With the majority of school personnel agreeing, consideration should be given to increasing academic requirements to participate in the school activity program.

5. The school personnel surveyed expressed a desire that the program not be reduced in the number of opportunities.

6. With the expressed perception that the coach or sponsor is the determining element in the success of a program, school systems should develop ways to recruit, train, and retain interested, qualified coaches/sponsors.

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**APPENDICES**

**APPENDIX A**

**SURVEY INSTRUMENT**

Code \_\_\_\_\_

**PART I - QUESTIONNAIRE FOR THE PERCEPTIONS OF SCHOOL BOARD MEMBERS, PRINCIPALS, AND STUDENTS AS RELATED TO THE SECONDARY STUDENT ACTIVITY PROGRAM.**

Please answer the following questions in the space provided:

1. Sex: (Check One)

Male \_\_\_\_\_

Female \_\_\_\_\_

2. Age

\_\_\_\_\_

3. Residence: (Check Only One)

Do you reside in a:

Incorporated town or city \_\_\_\_\_

County \_\_\_\_\_

4. Please check in the space below the activities on which you plan to participate this year.

- \_\_\_\_\_ Athletics - football, basketball, baseball, etc.  
 \_\_\_\_\_ Academic Class-Related Clubs - math, science, etc.  
 \_\_\_\_\_ Performing Arts - band, choir, drama-plays, etc.  
 \_\_\_\_\_ Student Government - student council, class officer, etc.  
 \_\_\_\_\_ Career-Oriented - FFA, FHA, distributive ed., etc.  
 \_\_\_\_\_ Social-Oriented - Hi-Y, Tri-Hi-Y, etc.  
 \_\_\_\_\_ Others

5. Are your grades affected by participating in student activities? Check one.

- \_\_\_\_\_ Helps my grades  
 \_\_\_\_\_ Hurts my grades  
 \_\_\_\_\_ Has no effect on my grades



Code \_\_\_\_\_

**PART I - QUESTIONNAIRE FOR THE PERCEPTIONS OF SCHOOL BOARD MEMBERS, PRINCIPALS, AND STUDENTS AS RELATED TO THE SECONDARY STUDENT ACTIVITY PROGRAM.**

Please answer the following questions in the space provided:

1. Are you a: (Check One)

School Board Member \_\_\_\_\_

Principal \_\_\_\_\_

2. Sex: (Check One)

Male \_\_\_\_\_

Female \_\_\_\_\_

3. Age

\_\_\_\_\_

4. Formal Level of Education:  
(Check highest level completed)

High school graduate \_\_\_\_\_

Some college or postsecondary education \_\_\_\_\_

Bachelor's degree \_\_\_\_\_

Master's degree \_\_\_\_\_

Master's + hours \_\_\_\_\_

Doctorate \_\_\_\_\_

5. Residence: (Check Only One)

Do you reside in a:

Incorporated town or city \_\_\_\_\_

County \_\_\_\_\_

6. How many different student activities did you participate in as a high school senior?

\_\_\_\_\_ (Place # here)

## PART II

FOR PURPOSES OF THIS QUESTIONNAIRE, PLEASE USE THE FOLLOWING AS EXAMPLES

**ATHLETIC - FOOTBALL, BASKETBALL, BASEBALL, SWIMMING, TENNIS, WRESTLING, ETC.**  
**ACADEMIC CLASS-RELATED CLUBS - MATH, SCIENCE, FOREIGN LANGUAGE, ETC.**  
**PERFORMING ARTS - MUSIC, BAND, CHOIR, DRAMA-PLAYS, DEBATE, ETC.**  
**STUDENT GOVERNMENT - STUDENT COUNCIL, STUDENT BODY OFFICER, CLASS OFFICER, ETC.**  
**CAREER-ORIENTED - JUNIOR ACHIEVEMENT, DISTRIBUTIVE EDUCATION, FUTURE FARMERS OF AMERICA, FUTURE HOMEMAKERS OF AMERICA, ETC.**  
**SOCIAL-ORIENTED - HI-Y, TRI-HI-Y, ETC.**

PLEASE CIRCLE YOUR RESPONSE TO EACH OF THE FOLLOWING QUESTIONS.

FOR THE PURPOSE OF THIS STUDY

SA = STRONGLY AGREE  
 A = AGREE  
 N = NEUTRAL/NO OPINION  
 D = DISAGREE  
 SD = STRONGLY DISAGREE

1. The following school activities provide an equitable offering for both males and females in the following areas:

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

2. The following school activities allow an adequate number of students to participate to justify their existence.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

3. Participation in the following school activities provides for the total development of students.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

4. The following school activities provide for leadership development through participation.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

5. Students should be excused from class to participate in the following school activities.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

6. Adequate funds are included in the school division budget for the following activities.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

7. Student fund raising provides the primary financial support for the following activities.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

8. I support an increase in the academic requirements for participation in the following school activities.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

9. Our school has an outstanding program in the following areas.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

10. The following activities should be discontinued at our school.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

11. Faculty sponsorship/coaching is the determining element in the success of student involvement for the following activities.

Athletic Program	SA	A	N	D	SD
Academic Class Related Clubs	SA	A	N	D	SD
Performing Arts	SA	A	N	D	SD
Student Government	SA	A	N	D	SD
Career-Oriented Clubs	SA	A	N	D	SD
Social-Oriented Clubs	SA	A	N	D	SD

COMMENTS

**APPENDIX B**

**LETTER TO SUPERINTENDENT**

August 20, 1986

Dear

I am writing as a follow-up to our conversation on Friday, August 15. I appreciate your support and encouragement for my research project on student activities that will complete all the requirements for the doctor of education degree.

As we discussed, I am seeking permission from the School Board for the following items: (1) Permission to randomly select 30 seniors from High School to answer a questionnaire on student activities. (2) Permission for to answer the questionnaire. (3) Permission for each of the five board members to answer the questionnaire.

This survey is being conducted in seven neighboring school systems, with eleven different high schools and a total of 330 seniors participating. The other six systems have agreed to help, and I hope your board will do likewise.

Thank you again for all of your help in this matter.

Sincerely,

Berkley Clear

**APPENDIX C**

**LETTER OF ENDORSEMENT FROM SUPERINTENDENT**

Mr. Berkley Clear  
Assistant Principal  
Abingdon High School  
Abingdon, Virginia 24210

Dear Mr. Clear:

At its meeting on August 21, 1986, the school board voted to participate in the survey which you are conducting in connection with your dissertation and to approve the survey of certain students since it was felt the educational research involved would be in the best interest of the school system.

Good luck; and if we can be of further assistance, please let me know.

Sincerely yours,



**APPENDIX D**

**LETTER TO SCHOOL BOARD MEMBER**

August 26, 1986

Dear School Board Member:

I am employed as an assistant principal at Abingdon High School and am presently completing a research project that will complete all the requirements for the Doctor of Education degree at East Tennessee State University. My dissertation topic deals with the perceptions of school board members, principals, and students on the student activity program at the secondary level. With recent increases in graduation requirements, loss of school time for these activities, and a nationwide movement to increase academic requirements for participation, the student activity program requires a more conscientious approach from all administrators.

As you answer the questionnaire, please give equal weight to each school in your division if more than one high school is being surveyed. The principal and a randomly selected group of seniors are answering the same questionnaire.

I hope that you will take time to answer my questionnaire. It will take approximately 10 minutes. I need this information by September 20. I will be glad to furnish you with the results of my findings upon request.

If you have any questions, please contact me.

Sincerely,

Berkley Clear  
Route 9, Westwood View Est.  
Abingdon, VA 24210  
628-9583 (work) 628-9281 (home)

**APPENDIX E**

**LETTER TO PRINCIPAL**

August 12, 1986

Dear

As an assistant principal at Abingdon High School, I know how busy you are at this time of the school year. Although your days are hectic, I am sure that you are anticipating another successful year at your school.

I am presently completing my doctoral degree at East Tennessee State University. I need your help in securing some much needed data. My dissertation deals with the perceptions of school board members, principals, and students on the student activity program at the secondary level.

Would you please send me a roster of your senior class for 1987 and their grade point averages. This may well be the roster and grade point average as you calculated it for their junior year while inducting some of these students into academic honor societies. I will randomly select 30 students from your school and ask that they complete a questionnaire. I would also like for you to complete it as well. Complete anonymity is assured to all participants, the school, and the school division. The questions are general in nature, and I do not seek information that would be sensitive or threatening to anyone.

I am presently contacting your superintendent, as I will need to interview the school board as well.

After I get the roster of your senior class, I will visit your school to obtain the remaining data.

I appreciate your help in this study. I will not be able to get this degree without it. If you have any questions, please contact me.

Sincerely,

Berkley Clear  
Route 9, Westwood View Est.  
Abingdon, VA 24210  
628-9583 (work), 628-9281 (home)

**APPENDIX F**

**MEMORANDUM TO PILOT TEST GROUP**

## M E M O R A N D U M

TO: Members of Pilot Testing Group

FROM: Berkley Clear

DATE: August 1, 1986

SUBJECT: Doctoral Dissertation Data Gathering Instrument

I am presently employed by the Washington County School Board, Abingdon, VA, as an assistant principal at Abingdon High School. I have worked in the system for 16 years, the last five as an assistant principal.

I have completed all the requirements for the Doctor of Education degree at East Tennessee State University, Johnson City, TN, except the dissertation. It will concern the perceptions of school board members, principals, and students toward the student activity program at the secondary level.

I am soliciting your help in pilot testing my data collecting instrument. I need your input concerning the conciseness, clarity, format, relevance, and quality of directions. This process should take no more than 10 minutes.

Your help in this matter will be greatly appreciated. My study would not be possible without your help.

**APPENDIX G**

**FOLLOW-UP LETTER TO SUPERINTENDENT**

August 26, 1986

Mr. Superintendent  
System

Dear Mr.

About two weeks ago I talked with you on the telephone concerning my dissertation on the perceptions of school board members, principals, and students on the secondary student activity program. You graciously agreed to encourage your board to answer my questionnaire at the next school board meeting. For this I am deeply grateful.

I am enclosing a copy of the questionnaire for each board member (extras are included) with a cover letter. I have also enclosed a stamped, self-addressed envelope so that you may return them to me as a group. If any board members are absent, I would appreciate receiving their names and addresses so that I may follow-up with an individual letter.

Thank you again for your help. The completion of this project would not be possible without your help.

Sincerely,

Berkley Clear

Enclosures



VITA

C. BERKLEY CLEAR, JR.

**Personal Data:**      Date of Birth:      October 11, 1948  
                          Place of Birth:     War, West Virginia  
                          Marital Status:    Married, Two Children

**Education:**            Radford University, Radford, Virginia  
                                  Educational Administration, M.S., 1978.  
                          Emory & Henry College, Emory, Virginia  
                                  History, B.A., 1971.  
                          Rich Valley High School, Saltville,  
                                  Virginia, 1967.

**Professional  
Experience:**            Assistant Principal, Abingdon High School  
                                  Abingdon, Virginia, 1981-present.  
                          Teacher, Abingdon/Greendale Elementary  
                                  Schools, Abingdon, Virginia, 1979-1981.  
                          Teacher/coach, Abingdon High School,  
                                  Abingdon, Virginia, 1971-1979.  
                          Teacher/coach, Castlewood High School,  
                                  Castlewood, Virginia, 1971.

**Professional  
Membership:**            Phi Delta Kappa  
                                  Virginia Association of Secondary School  
                                  Principals  
                          National Association of Secondary School  
                                  Principals