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ABSTRACT
                 Using a sample of responses to questionnaires mailed
to schools in Arkansas, Kansas, Missouri, Oklahoma, and Texas, a
study was made of student activity programs to locate the available
and most effective programs, and to develop appropriate criteria for
evaluating programs. It was found that the most available activities
were student council (100 percent of the 102 responding schools),
music organizations (99 percent), and interscholastic athletics (98
percent); intramural athletics were least available (48.5 percent).
Participation by students, however, varied widely, from 10 percent to
75 percent of students in a school. The primary administration of
programs varied among school administrators, student leaders, and
faculty sponsors, but student interest was the major factor in
creating new programs. Financial support was found to come mostly
from money-raising projects, though athletics were funded mostly from
appropriated monies. Only 28.7 percent of reporting schools had any
type of formal evaluation of activity programs, raising the question
of relative weight of such evaluative criteria as student opinions
(ranked first by responding schools), educational goals, or cost.
Respondents identified getting students involved, recruiting
sponsors, scheduling activities, and budgeting as the four biggest
problems in activity programs. The findings are incorporated into a
seven-point model for organizing activity programs. (JW)

A MODEL FOR

STUDENT ACTIVITY PROGRAMS

by

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Student activities are considered to be an important part of the secondary school experience throughout the United States. Programs are expected to "generate a stimulating intellectual, cultural, and social climate within the school while enhancing the individual student's opportunities to develop skills and leadership and interaction (Green, Peterson, Rayman, and Zurakowski, 1975: 39)." A considerable amounts of the school's resources in the form of teachers' time, students' time, administrators' efforts, and use of facilities and financial support is spent in building and implementing the activities program. Truly, it can be stated that a secondary school without an activities program would not be meeting the needs of its students. This is evidenced by the statement in Evaluative Criteria:

> Though the classroom instructional program is the dominant
> means of attaining a school's objectives, they cannot be met
> solely through the formal course of study. The student
> activities program is generally the major means of fulfilling
> those objectives that are not adequately served by regular
> classroom instruction. (N.S.S.E., Evaluative Criteria, 1969,
> p. 257).

Even while recognizing the importance of the student activities contribution to the curriculum of the school, there are few standards which are recognized as being universally accepted in developing and maintaining programs of this type. The Southern Association of Colleges and Schools' Principles and Standards for accreditation of programs mention extra-curricular activities only in the context of the school's administration controlling these activities. (Southern Association of Colleges and Schools[SACS], 1973, p. 8.)

Furthermore, relatively few appropriated funds are available to support non-credit activities (other than athletics). The sources of financial support for activity programs are developed by each individual school, district or community according to the desires of the students and the community and their ability to raise funds. The costs of participating in these activities often falls to individual students and their families. It has been demonstrated by past research that the cost of activities participation by a student including the normal school expense borne by families can easily run more than $1000 per year while in secondary school (Evans & Wagner, 1971, pp. 22-33).

The lack of empirical research in the area of student activities has left an obvious void in the literature for this area of secondary school programs. Although articles do exist concerning activity programs, they largely are "how to" oriented describing a successful program or practice. At one time the publication School Activities, a journal of sorts, described clubs and activity successes. This publication no longer exists. The primary professional group

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which makes an effort to assist with activity programs is the National Association of Secondary School Principals (NASSP). Through the Office of Student Activities, the National Association of Student Councils (NASC) and the National Association of Student Activity Advisors (NASAA) are organized and and operated. Also the NASSP maintains the National Honor Society and National Junior Honor Society to recognize character, leadership, citizenship and scholarship on the part of secondary school students.

PURPOSE OF THIS STUDY

It was the purpose of this research study to examine and describe the student activity programs across the five state area making up Phi Delta Kappa's District III: Arkansas, Kansas, Missouri, Oklahoma and Texas. Specifically the following objectives were enumerated to provide direction for the research study:

1. Determine if student needs are being met by the current student activity programs operated in the region.

2. Define the nature of student activity programs as now being conducted or developed across the region.

3. Develop a model for organizing student activity programs patterned after effective practices identified in the study.

4. Develop criteria which can serve to assist in evaluating student activity programs from both an effectiveness and an organizational (management) standpoint.

RESEARCH PROCEDURES

The basic design for this study was descriptive in nature. The survey method of research was utilized as the major component to collect data. Following an extensive review of the literature including educational journals, ERIC documents, Dissertation Abstracts International and published books and pamphlets, a research committee developed two tentative questionnaires: one for reaction by activity administrators, and another for reaction by students in the same schools. The tentative questionnaire was mailed to ten selected schools for reactions and suggestions by the administrator responsible for the activity program. After incorporating suggestions from those individuals and making other minor changes to correct possible misunderstandings, the questionnaire was printed in booklet form to be mailed to the selected respondents. Included was a cover letter signed by the research team. The data collection package folded neatly into one small booklet which contained a postage paid return address. The survey package was very professional in appearance and indicated that much time and thought had gone into the study.

THE POPULATION AND SAMPLE

All public high schools listed in Patterson's American Education (1980) in the states of Arkansas, Kansas, Missouri, Oklahoma and Texas were included in the population. The sample selected was done on a stratified random basis with the states total population serving as the basis for allocating the samples of 300 schools. In addition to selection by location, schools were selected on the basis of school population size and the type of area (rural or urban) in which the schools were located. The effort was made to make the sample represent the state according to school size and setting and the total study to represent the five states based on total population.

The surveys were mailed to the principal (by name as indicated in Patterson's American Education) at the school address in February, 1980. A follow-up mailing was made to those who had not responded approximately one month later urging the completion of the questionnaire.

RESPONSE TO THE QUESTIONNAIRE

One hundred two schools responded by returning a completed usable questionnaire. This was only 34% of the surveys mailed and was less than hoped for by the research team. The responses were returned over approximately a 2 1/2 month period and were annotated as to their date of return.

Considering the possibility that easily obtained responses may differ significantly from those which are late in arriving or not obtained at all, a chi-square test was run on the first 25% of the responses obtained to see if they differed significantly from the last 25% obtained (which arrived after the follow-up letter was mailed). Although such a test would not eliminate the possibility of non-respondents being different from the early respondents, it was felt that late responders would most nearly approximate non-responders. With this assumption made, the data from selected responses were subjected to chi-square tests and differences obtained on the selected variables were found to be non-significant. This finding strengthened the representation of the data obtained considerably, and the data should be viewed with this in mind.

A SKETCH OF THE RESPONDING SCHOOLS

Schools whose administrator responded to the questionnaire were fairly representative of the size and location of schools and also the community population. School size ranged from below 300 ADA (6.9%) to more than 2200 ADA (12.7%). Table 1 depicts the frequency and percentages from each category.

TABLE 1
SIZE OF SCHOOLS RESPONDING

Size	Frequency	Relative Frequency (%)	Adjusted Frequency (%)
>300 ADA	7	6.9	7.0
301-600 ADA	23	22.5	23.0
601-900 ADA	9	8.8	9.0
901-1,200 ADA	17	16.7	17.0
1,200-1,600 ADA	20	19.6	20.0
1,601-2,200 ADA	11	10.8	11.0
over 2,200 ADA	13	12.7	13.0
No response	2	2.0	missing
TOTAL	102	100.0%	100.0%

The schools were located in all types of settings and communities with a diversity of population size. Tables 2 and 3 depict the location and population settings of respondents.

TABLE 2
LOCATION OF SCHOOL

Location Labels	Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Rural	27	26.5	27.8
Urban, but not part of metropolitan area	31	30.4	32.0
Suburban-part of metropolitan area	35	34.3	36.1
Central city	4	3.9	4.1
No response	5	4.9	missing
TOTAL	102	100.0%	100.0%

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TABLE 3
POPULATION OF COMMUNITY SETTING OF RESPONDENT SCHOOLS

Community Size		Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Below 5,000		10	9.8	10.0
5,000-9,999		15	14.7	15.0
10,000-24,999		27	25.5	27.0
25,000-49,999		18	17.6	18.0
50,000-over		30	29.4	30.0
No response		2	2.0	missing
	TOTAL	102	100.0%	100.0%

THE SCHOOLS' ACTIVITY PROGRAMS

The activity programs offered by the responding schools varied greatly in size and as to what was available to the students.

Available Activities.   Tables 4 and 5 depict the number and types of activities available at the schools.   As observed from the data, the majority of schools offered between 11 and 40 activities.   The most frequently available activities were student council (100%), music organizations (99%), and interscholastic athletics (98%).   Also highly available were drama and debate, school annual, newspapers, and vocational clubs, honor societies and language clubs.   Least available were intramural athletics (48.5%).

TABLE 4
HOW MANY STUDENT ACTIVITIES AT SCHOOL

Number of Activities Offered		Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
11-20		5	4.9	5.3
21-30		22	21.6	23.2
31-40		23	22.5	24.2
41-50		5	4.9	5.3
over 50		15	14.7	15.8
No response		7	6.9	missing
	TOTAL	102	100.0%	100.0%

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TABLE 5
TYPE ACTIVITY OFFERED AT SCHOOL

Activity	Count	PCT of Cases
Student Council	101	100.0
Honor Society	93	92.1
Language Clubs	91	90.0
Annual	97	96.0
Newspaper	96	95.0
Choir, Band, Orchestra	100	99.0
Vocational Clubs	95	94.1
Academic Clubs	76	75.2
Service Clubs	79.	78.2
Intramurals	49	48.5
Interscholastic Athletics	99	98.0
Drama, Debate	96	95.0
Other*	26	25.7

1 missing case

*written in were the following: Cheerleading, Fellowship of Christian Athletes, Bible Club, Drill Team, Flag Corps, Rifle Corps, Exchange programs.

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Participation by Student Body. Participation of the total student body ranged from less than 10% to more than 75% with the mean and median falling between 40-50% participation. Forty-one and 8/10 percent (41.8%) of the schools responding indicated more than half of the student body was participating in the program. Twelve percent of the schools indicated more than 75% were involved. See Table 6.

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TABLE 6
% STUDENT PARTICIPATION IN ACTIVITIES

Percent Participating	Absolute Frequency	Adjusted Frequency (%)
Less than 10%	1	1.0
11-20%	4	4.1
21-30%	16	16.3
31-40%	21	21.4
41-50%	15	15.3
51-75%	29	29.6
over 75%	12	12.2
No responses	4	missing
TOTAL	102	100.0%

Reports of participation in specific activity areas indicated that publications and student governments tended to have fewer participants while interscholastics, fine arts programs, and special interest clubs had the widest participation. See Table 7.

TABLE 7

% of Student Participation by Activity

Code	% of Student Body Participating	Student Gov't.	Special Interest Clubs	Publ.	Fine Arts	Intra-murals	Inter-scholastics
1	less than 5%	36%	16.8%	62.6%	16.7%	18.5%	4.0%
2	5-10%	45	27.4	28.3	21.9	28.4	8.1
3	11-20%	11	22.1	7.1	15.6	13.6	29.3
4	21-30%	4	13.7	1.0	22.9	11.1	28.3
5	31-40%	0	8.4	0	5.2	2.5	17.2
6	41-50%	1	6.3	1.0	10.4	1.2	10.1
7	over 50%	3	5.3	0	6.3	1.2	3.0
0	not offered*				1.0	23.5	

| mean (refers to | 2.02 | 3.01 | 1.50 | 3.39 | 3.76 | 3.89 |
| median # code) | 1.81 | 2.76 | 1.29 | 3.23 | 2.72 | 3.80 |

*Does not necessarily agree with table/graph #5 because some respondents did not respond to question concerning participation in specific type activities.

When asked what the school did to increase participation, suggestions included:

--holding club week in September for freshmen
--differential schedules including scheduling meetings during school hours
--building enthusiasm of teachers/sponsors.
--developing a wide range of activities

POLICIES AND ADMINISTRATION OF ACTIVITY PROGRAMS

Participation Requirements

Requirements to participate in activities vary, of course, from school to school. The survey determined that in only 36.4% of the responding schools were the requirements universal in all activities. Differences were noted for athletics, state sponsored events, officers of groups, and chearleaders. In 63.6%, various activities had different requirements. The data in Table 8 indicated that about 1/3 of

respondent schools have citizenship grade requirements and about 1/2 have academic grade requirements on activities other than honor societies.

TABLE 8
REQUIREMENTS FOR PARTICIPATION

Requirement	Req'd (%)	Not Req'd (%)	Sometimes (%)
Citizenship grades	36	44	20*
Academic	48.5	51.5	

*Interscholastics; student council; cheerleading; officers; just for state sponsored events.

In response to the question, "Who determines membership requirements?" the individual organization members were most frequently indicated. See Table 9.

TABLE 9
WHO DETERMINES REQUIREMENTS FOR MEMBERSHIP

	*Frequency Count	% of Schools
Faculty	41	40.2
Board policy	15	14.7
Administrative policy	44	43.1
Individual organization members	20	68.6
Outside groups	6	5.9

*Totals more than 102 due to multiple responses.

Philosophy and Objectives

Nearly 24% of the schools indicated that no philosophy or objectives statement existed for their activities program. Seventy-six percent indicated that such a statement existed. The most frequent location of this statement was the student activity handbook, but the statement was also included in faculty handbooks, sponsor's handbooks and others.

TABLE 10
STATEMENTS OF PHILOSOPHY FOUND

Location of Statement	Count	PCT of Cases
Student Handbook	62	68.1
Faculty Handbook	30	33.0
Sponsor's Handbook	25	27.5
Other*	24	26.4

*Board policy book, student constitution, regional accreditation evaluation report.

Administration and Direction of Program

Responsibility.   In 52.5% of the schools surveyed the principal was the administrator responsible for the operation of the activity program. Approximately one third (32.7%) of the schools had an activity director specified to direct their activities.   In several instances the athletic director, the student council advisor or the student council was in charge of the program.   Eight and 9/10 percent indicated another person was in charge, usually an assistant principal.   (See Table 11.)

TABLE 11
WHO IS IN CHARGE OF OPERATION OF ACTIVITIES

Position Responsible	Absolute Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Principal	53	52.0	52.5
Activities Director	33	32.4	32.7
Athletic Director	3	2.9	3.0
Student Council Advisor	1	1.0	1.0
Student Council	2	2.0	2.0
Other	9*	8.8	8.9
No responses	1	1.0	missing
TOTAL	102	100.0%	100.0%

*6 of these were assistant principals.

In forty-five percent of the schools a policy committee made up of teachers and/or students existed to help provide direction to the activities program.

To help define lines of authority the question, "Who does the athletic director report to?" was asked. In 73.5% of the schools this position reported to the principal while in 23.5% of the schools the director reported to the superintendent. In one school (1%) the athletic director reported to the board of education and in two schools (2%) the position reported to the director of student activities. Clearly, athletics was generally considered to be more than just a part of the activities program.

Sponsors

Selection of sponsors was accomplished by principal appointment in 1/3 of the schools (32.4%). Student recruitment was indicated as the method in 3.9% of the cases and faculty volunteer in 15.7% of the cases. All three methods were used in 15.7% of the schools, while 1/3 (32.4%) used a combination of two of the above.

Sponsors were compensated with extra salary in over half (52.9%) of the schools while 5.9% had lighter class loads; 10.8% had both extra salary and lighter loads. Seven schools (6.9%) indicated other types of compensation were used while 23.5% have no provisions for any type of compensation.

In nearly 2/3 (63%) of the schools no training was given to sponsors while slightly more than 1/3 of the schools provided conferences and/or some type of inservice program. See Table 12.

TABLE 12
TRAINING FOR SPONSORS

Types of Training	Absolute Frequency	Adjusted Frequency (%)
Conferences	29	28.4
In-Service	8	7.8
No Sponsor Inservice	63	61.8
Both 1 & 2	2	2.0
TOTAL	102	100.0%

Table 13 indicates what percentage of the school's faculty participated as sponsors for some activity. Generally either less than 30% of the faculty participated or more than 50% did. See Table 13.

TABLE 13
% FACULTY PARTICIPATING AS SPONSORS

% Participating	Frequency	Percent
<10	11	10.9
11-20	22	21.8
21-30	17	16.8
31-40	7	6.9
41-50	7	6.9
51-75	13	12.9
>75	24	23.8
TOTAL	102	100.0%

Student Activity Creation

Student interest clearly was the major reason for creation of new activities in the school's program. Ninety-seven (97%) of the schools indicated this as a factor. Sponsor interest (38.2%) and community interest (18%), however, were also listed as significant factors. See Table 14.

TABLE 14
HOW ARE ORGANIZATIONS CREATED?

Factors	Count	PCT of Cases
Sponsor interest	39	38.2
Student interest	99	97.1
Community interest	18	17.6
Administrative requirement	6	5.9
Other	2*	2.0
TOTAL RESPONSES	164**	

* Petition to administration
** Multiple responses

Training Student Leadership

Two thirds of the surveyed schools had some types of leadership training for student leaders. Most popular were the state-wide workshops oriented toward student councils of which 55.4% of the schools took advantage. Twenty-nine percent had a one-day workshop for leaders and 22% conducted an on-going class through the semester. Fourteen

percent participated in a national workshop.

Significantly 1/3 of the schools had no formal leadership training for their student leaders.

Record of Student Participation

Participation in student activities was recorded in the student permanent records of 63% of the schools. Thirty-seven percent of the schools did not record that information. Of the 62% that did record this data, 31.8% indicated that credit was awarded for participation while 68.2% did not award credit.

Purpose of School Publications

In an effort to learn more about the philosophy of the activities program and more specifically the school press, the question, "What is the major purpose of student publications in your school?" was asked. Of four alternatives provided for response, "To provide a laboratory experience in journalism" was selected as the most important. Significantly, not one of the respondents chose the alternative, "As a place for student opinions to be expressed." See Table 15. This is important in that this purpose is listed as an important one by the RFK Commission on High School Journalism (Nelson, 1974, pp. 81-89).

TABLE 15
MAJOR PURPOSE OF STUDENT PUBLICATIONS

Purpose	Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Lab. exp. journalism	43	42.2	43.0
Record of events	4	3.9	4.0
Info of student body	12	11.8	12.0
More than one of above	41	40.2	41.0
Place for student opinions	0	0	0
No response	2	2.0	missing
TOTAL	102	100.0%	100.0%

FINANCIAL ASPECTS OF ACTIVITY PROGRAMS

Support Sources

Financial support for student activities programs is not easily

characterized although trends can be identified with respect to
various sources of support.   Table 16 indicates the percentage of
support which schools estimated they obtained from seven different
sources.   Money raising projects such as out-of-school sales were
identified as the number one support source.   Admissions charges and
appropriated funds (public funds controlled by board of education) were
second and third ranked sources of approximately equal support.   In-
school sales (such as vending machines) ranked fourth and various
specified other sources ranked fifth.   Organizational dues and booster
clubs ranked sixth and seventh of approximately equal support.   (See
p. 14 for Table 16.)

     Appropriated funds were almost universally used for inter-
scholastic athletics (95%).   Seventy-nine percent of the schools used
appropriated funds for fine arts activities (e.g., music, drama).
About half of the schools appropriated public funds for publications
such as newspapers (55%) and yearbook (51%) (see Table 17).

TABLE 17
APPROPRIATED FUNDS USED

Activity	Count	Percent of Cases
Athletics	93	94.9
Fine Arts	77	78.6
Newspaper	54	55.1
Yearbook	51	52.0
Intramurals	29	29.6
Clubs	11	11.2
Other	10	10.2

TABLE 16
SOURCES FOR FINANCIAL SUPPORT OF ACTIVITIES

Percentage	Appropriated Money	Money Raising Projects	In-School Sales	Admissions Charge	Organiz. Dues	Booster Clubs	Other Significant Sources
10% or less	33.9%	11.2%	54.8%	26.8%	32.8%	70.6%	5.9%
11-20%	28.3%	8.7%	16.7%	25.0%	15.5%	11.8%	11.8%
21-30%	11.3%	11.3%	11.9%	19.7%	5.1%	5.9%	5.9%
31-40%	9.4%	6.0%	9.5%	7.2%	5.1%	5.9%	5.9%
41-50%	1.9%	23.7%	4.8%	7.1%	1.7%	----	----
51-60%	3.8%	7.5%	----	3.6%	----	----	----
61-70%	3.8%	3.7%	----	3.6%	----	----	----
71-80%	1.9%	13.8%	----	5.2%	----	5.9%	----
81-90%	----	2.5%	----	1.8%	----	----	5.9%
>90%	3.8%	1.2%	2.4%	----	----	----	----
Mean	27.6%	50.8%	19.1%	28.7%	11.7%	10.8%	14.3%
Median	20.0%	50.0%	10.3%	20.4%	9.8%	6.0%	6.0%

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Season tickets were made available for students in 28.7% of the reporting schools while 71.3% of the schools reported no such ticket was made available.

Booster clubs were an important source of funds for activities-- primarily athletics (93.8% of the schools) and band (83.5%). One-fourth of the schools reported support for various other groups such as drill teams, choir, cheerleaders, pep squad, and FFA/FHA. Drama groups were supported by booster groups in 16.5% of the reporting schools.

The principal was the approving authority for money raising projects in 79.2% of the reporting schools. The activities director performed this function in 9.9% of the schools. In the remaining schools the authority rested with the board, superintendent, finance or policy committee or a student council committee. See Table 18.

TABLE 18
WHO APPROVES MONEY-RAISING PROJECTS?

Approval Authority	Frequency	Relative Frequency (%)	Adjusted Frequency (%)
Principal	80	78.4	79.2
Student Council Committee	1	1.0	1.0
Activities Director	10	9.8	9.9
Finance-Policy Committee	1	1.0	1.0
School Board	5	4.9	5.0
Other	1	1.0	1.0
Superintendent	3	2.9	3.0
No response	1	1.0	missing
TOTAL	102	100.0%	100.0%

Disbursing Records

Disbursing records for student activity funds are maintained by the individual school secretary or principal in 65.7% of responding schools. Twenty-e t (28.4%) percent had these funds and records maintained at the cer ral office while in 3.9% of the cases individual organizations in the chool maintained these records.

EVALUATION OF ACTIVITIES PROGRAM

Method

Only 28.7% of reporting schools had any type of formal evaluation
of student activities programs. With more than 71% of the schools responding
negatively to this question, an obvious void is apparent in the admini-
strative process. Of those schools completing an evaluation, 52.8% accom-
plish it annually, 8.3% on a semester basis, and 38.9% during the self
accreditation process for the school. In 63.8% of these cases a committee
of sponsors, activities director, principal and students performed this
evaluation. However, in 27.7% of the cases the principal was the only
person involved. See Table 19.

TABLE 19
WHO IS INVOLVED IN THE EVALUATION PROCESS?

Category	Adjusted Frequency (%)
Principal	27.7
Activities Director	6.4
Sponsors	2.1
Committee of Above & Students	63.8

Criteria

Reactions of the administration to various criteria as factors in
evaluating activity programs were gathered in the survey. It was the
composite opinion of the administrators that the students' opinion of the
program was the most important factor, followed by an examination of the
range and balance of offered activities, student participation and
attainment of specific goals. Faculty and parent opinions and amount of
money spent on programs were rated lower as evaluation factors.

Schools conducting evaluations were asked to what extent they
actually used these criteria in their process. These responses were
used to compute a needs index and adjusted needs index using the formula
below:

Importance-actual implementation x importance = adjusted needs
index (ANI)

This ANI indicated the extent to which that particular criteria needs to
have more attention based on what is emphasized and what should be
emphasized.

The ANI's of the seven criteria indicated that the factor "examining the range and balance of activities" needs the most attention. This was closely followed by "parent opinions of the program" and then by "attainment of specific goals or objectives." The other form factors surveyed were more nearly receiving the attention that was necessary. See Table 20.

TABLE 20 •
CRITERIA FOR EVALUATION OF ACTIVITIES PROGRAM

Criteria	Rank of Impt	Impt	Actual Use	Needs Index	Adj. Needs Index	Rank of ANI
Student Opinions	(1)	4.19	4.00	.19	0.795	(4)
Range & Balance of Activities	(2)	4.14	3.75	.39	1.61	(1)
Percentage of Participation	(3)	4.10	3.91	.19	0.779	(5)
Attainment of Spec. Goals or Obj.	(4)	4.04	3.75	.29	1.172	(3)
Faculty Opinion of Program	(5)	3.56	3.40	.16	0.569	(7)
Parent Opinion of Program	(6)	3.49	3.08	.41	1.431	(2)
Amount of Money Spent	(7)	2.80	2.54	.26	0.728	(6)

Two other factors mentioned by respondents as deserving attention in such an evaluation were (1) examining leadership styles developed in students and (2) dropout rates of those participating. Among methods not previously mentioned used to determine if student needs were being met, respondents listed annual student surveys (10), sponsor-student interviews (2), meeting objectives of clubs and organizations (3), and student rap sessions (1).

PROBLEM AREAS IDENTIFIED

Respondents were asked to respond to open-ended questions identifying three problem areas in their schools with respect to activities programs. These responses were weighted according to the significance indicated by the administrators and then tabulated. Four problems were easily identified as the major ones:

1. Participation of non-involved students
2. Sponsors

3. Time allotment for meetings and activities
4. Budget (financial) limitations

Others identified by at least three schools (in order of importance) were:

5. Lack of student enthusiasm (apathy)
6. Fund raising by organizations
7. Excessive time demand on students from jobs, etc.
8. Loss of instructional time
9. Over-participation by some students
10. Lack of student leadership (negative attitudes)
11. Supervision (or coordination) in sports and activities.
12. Racial balance (segregation) in sports and activities
13. Transportation (busing causing participation problems)
14. Lack of faculty interest (negative attitudes)

INTERVIEWS

Based on the questionnaire responses to open-ended questions, several schools were contacted by telephone concerning various aspects of their student activity programs in an attempt to learn more about outstanding programs. These interviews were non-structured and centered around student council organization and operation, intramural programs, publicity for activities, organization and operation of activities programs in general, leadership workshops, and peer counseling programs. The results of these interviews are reflected in the program model developed later in this report; however, several programs identified are discussed at this point because of their importance:

Peer Counseling. This program is used to assist students with problems frequently encountered in high schools using peers who are trained with more than 100 hours of peer counselor training. These peer counselors assist students in one-to-one situations to deal with problems encountered such as drugs, broken homes, pregnancy. Often the peer counselors have experienced the specific problem themselves and can better relate to and understand the students' problems. This peer counseling program demands a lot of effort on the part of school counselors, but offers special rewards to the counselor and assistance to the student.

Student Broadcasts Featuring Activity Programs. This program is itself a student activity teaching broadcasting skills to students. The students, in turn, produce programs, both audio and video featuring the student activities that are used in their school and the feeder schools in the district.

STUDENT PERCEPTIONS

The last section of the survey, the student portion, was designed to secure information regarding the factors which contribute to a student's degree of participation in a school's student activities program. Two student surveys were included in each survey booklet. The first set of student questions asked for responses by a student active in extracurricular programs, while the second survey was to be completed by the "typical" student in a particular school. Selection was made solely by the principal/administrator completing the primary survey instrument.

Demographic Information

Of the 186 students who completed the survey, more than two thirds (67.8 percent), indicated that they participated in student activities more than most of the students in their schools. Of the remaining responses 25.8 percent of the students felt their participation was equal to the rest of the student body, while only 6.5 percent felt their participation was less than most students.

Sixty-six percent were seniors, while 22.6 % of the students were juniors. Only 7.5% of the students were sophomores, and 2.7% were freshmen. Regarding their sexes, 58.6% of the respondents were females, while 40.9% were males. The vast majority of the student respondents, or 85.5%, were caucasian, while 5.9% were black. Hispanics constituted 5.9% of the student population; other ethnic groups comprised 1.6% of the students surveyed.

Awareness of Activities Offered

Students were asked to indicate which student activities were offered at their school. By comparing these responses to the list of activities offered by the school, it was determined that some students are not aware of everything that is being offered at their school. In most cases it is a small percentage (from 2 to 6%); however, in the case of academic clubs that awareness is as high as 11% and in the case of service clubs it is up to 30%. Students who have been identified as student leaders have a more accurate view as to what is offered than the "typical student".

Reasons for Participation

The vast majority of students selected the following reasons for participating in student activities at their schools:

1. Provide fun for personal enjoyment
2. Promote self-achievement
3. Develop leadership abilities
4. Serve their school
5. Extend personal or social contacts
6. Prepare to become an effective citizen

The least frequently cited reasons for participating in student activities were getting their picture in the school yearbook and meeting their teacher's expectations. (See Table 21).

TABLE 21
PERCENTAGE OF STUDENT REASONS
FOR PARTICIPATING IN ACTIVITIES

Reason	Percent Responding
Provide fun for personal enjoyment	89.1
Promote self-achievement	79.5
Extend personal or social contacts	62.5
Help achieve popularity	9.1
Develop leadership abilities	76.7
Provide learning experiences not available in a regular school program	54.5
Participate with friends or meet friends' expectations	51.1
Earn letters or awards	36.4
Prepare for a vocation	27.3
Please parents or other family members	14.2
Aid in solving school problems	38.1
Serve the school	64.8
Add to classroom learning	28.4
Improve relations with teachers	27.8
Get picture in the yearbook	4.5
Meet teachers' expectations	5.7
Prepare to become an effective citizen	60.2

Reasons for Non-Participation

These same students were asked to identify their reasons for not participating in certain student activities. As indicated in Table 22, the vast majority of students indicated that the activities were not relevant to their needs or interests. Close to one-half, or 47.2%, of the students said such activities took up time to be used for school work and 38.1% said activities were scheduled during employment. Lesser reasons from the list were cited by the students; moreover, the least cited reasons were too many membership rules and not being able to have a voice in the activity.

TABLE 22
PERCENTAGE OF STUDENTS
INDICATING REASONS FOR NON-PARTICIPATION

Reason for Non-Participation	Percent Responding
Scheduled during work	38.1
Not relevant to needs or interests	76.7
Controlled by social groups	26.1
Not elected or selected	27.3
Dominated by teachers	7.4
Not prompted by sponsors	21.0
Not advertised	14.8
Not available because of sex	8.0
Biased or prejudiced	6.3
Disliked by parents	6.8
Not "in thing" to do	10.8
Cost too much	13.1
Required transportation	11.9
Took up time	47.2
Involved sponsors who play favorites	15.9
Too many membership rules	6.8
No voice in activities	4.0

GENERAL CONCLUSIONS OF THE STUDY

1. Students have a selection of activities available to them. Almost universally available were student council, music organizations, and interscholastic athletics. Drama, debates, publications, vocational clubs, honor societies, and language clubs were also available to 90% of the students. Intramural athletics are available to less than half the students.

2. Less than half the students take advantage of participation opportunities. Participation rates are highest in interscholastics, fine arts such as music and drama, and special interest clubs. Schools generally need to help increase participation through a wider range of activities, offering flexibility in scheduling activities and orienting new students to activities.

3. Schools with the most active programs assign a staff member to direct overall activities program; however, this occurs in less than half the schools.

4. Activity sponsors receive compensation in more than 1/2 the schools, but only a third of the schools have any type of training or provide conference support for their activity sponsors.

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5. Schools do not feel that student publications should have as a major
purpose "a place to express student opinions". Rather, the laboratory
experience in journalism is the primary emphasis of publications.

6. Activities in general struggle to maintain financial support. Money
raising projects such as outside sales is the primary source of support.
Appropriated funds go mainly to support (1st) interscholastic athletics,
(2nd) fine arts (e.g. band), and (3rd) publications. Booster clubs were
also an important source of funds.

7. Student activity programs are not evaluated in over 70% of the schools.
Where programs are evaluated, increased emphasis needs to be directed at:
(1) attainment of goals, (2) range and balance of activities, and
(3) parent opinions of the programs.

8. The greatest problem areas in activities programs are participation
of non-involved students, sponsor recruitment and time, scheduling
activities, and budget (fiscal) limitations.

9. An area of neglect is that of intramurals. Successful programs
indicate that a salaried intramural director is often the solution to
the problem.

MODEL FOR ORGANIZING STUDENT
ACTIVITY PROGRAMS

The following model was developed from the data and ideas
collected in this study. It serves as the conclusions for the study.

1. Activity programs should be designed around student needs and
interests and administered in such a way as to be available to all
students. The program should be a broad based range of activities
meeting a wide variety of student needs.

    a. Students should have the opportunity to express their
    thoughts and feelings concerning the program to a non-
    threatening body or committee.

    b. Flexibility in scheduling activities should exist with
    arrangements for participation of working students. This may
    mean that part of the school day be made available for activities.
    This has been done successfully during lunch periods and
    specially-arranged activity periods.

    c. When participation requirements exist, there should be as
    few restrictions as possible. When they are necessary, require-
    ments should accommodate students average in academic performance.
    Only when the purpose is academic recognition should the average
    student be restricted.

d. Participation in activities should be annotated in individual student records maintained by the administration. This participation should be reported along with the student course transcript when requested.

2. Guidelines for activity programs should be stated in writing in the form of philosophy and objectives and be readily available for administrators, students, teachers, parents, and board members to refer to when necessary. Students should be aware of the purpose of activity programs.

3. The activities program including athletics should be under the authority of the principal.

a. The administrative responsibility for the program should be delegated to a specific staff member whenever the size of the school or the circumstance warrant this arrangement-- either on a part-time or full-time basis. Programs indicate that the greatest successes are realized if this person is dynamic in working with students. Job specifications should be developed.

b. General input for the activities program should come from a policy committee made up of faculty, students, administrators, and parents.

c. A specific role for the student body government should be designated with respect to the activities program. Individual organizations in the program should have access to the discussions which occur in carrying out this role.

4. Activity sponsors should be recruited and appointed from the faculty by the principal.

a. Sponsors, coaches, and advisors should be compensated for their efforts in the form of salary and class assignments. Sponsors should likewise be evaluated in carrying out their duties.

b. Specifically developed training programs should be arranged to train and/or assist activity sponsors in the administration of their activities.

c. Selection of individuals should include an evaluation of their enthusiasm and ability to motivate students.

5. Recognizing the contribution of student activities to the total school program, appropriated funds or funds raised by the total school efforts should be made available to support basic needs of the activities including seed money to start new activities.

a. Annual budgets should be developed for all activities and plans for fund raising efforts should be approved by the

principal, according to predetermined guidelines.

b. All funds must be under the control of the school and accounted for using standard procedures for disbursement of funds. Annual audits should be arranged.

6. Regular formal evaluation of the activities program should occur to determine achievement of goals and necessary changes. Students, parents, and faculty should have input in this evaluation. Criteria used in evaluating the program should include: student opinions, range and balance of the activities offered, participation records of students, attainment of goals, and faculty and parent opinions.

7. Students should be trained through a program designed to make the activity program a success with student leadership training.

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