Educational Quality of All-Day Schools in the German-Speaking Part of Switzerland: Differentiation of the Research Perspectives with Regard to Educational Quality

Marianne Schuepbach, Benjamin von Allmen, Lukas Frei & Wim Nieuwenboom

Abstract: In Switzerland there are a lot of different expectations connected with the development of extended education. However, it is largely unclear whether or not the expectations concerning an extended learning culture – and thus concerning diverse support measures in extended education offerings – are being met. This paper takes up this point and examines from different perspectives – through mixed methods research – the educational principles and goals and the educational quality of extended education offerings. We found that the emphasis that directors of extended education place on the goals of opening up the schools and students' manual and practical skills can explain in part the differing quality of extended education offerings.

Keywords: Educational quality, activities, offerings, all-day school, goal

Introduction

In Switzerland, extended education for school-age children has been an important topic for about 15 years now. Today various models are in the schools or, supplementary to that, provided by other institutions. All-day schools are defined by the Swiss Conference of Cantonal Ministers of Education (EDK) as schools with all-day care offerings (including lunch) on several days per week (EDK, 2013). These are extracurricular offerings – which I call extended education offerings in the following – that are usually under the care of the school principal and are conducted by a director of extended education. Some all-day schools have compulsory extended education, which means that all students attend certain extended education offerings in addition to regular hours of school instruction. Much more common are open-attendance all-day schools, where the children attend regular hours of school instruction and may voluntarily attend optional modular education and care offerings (Schuepbach, 2010).

Societal changes over the course of the 20th century have shaped the discourse on the content of education and the importance of the education system in the Ger-

 https://doi.org/10.3224.ijree.v5i1.04

man-speaking part of Switzerland (Schuepbach, 2010). Here, extended education is often seen as a possible response to growing challenges and demands, and expectations concerning extended education are manifold: All-day schools are viewed as a valuable contribution to the sociocultural infrastructure that makes it easier for parents to be employed and also makes it possible for children to participate in society and education. All-days schools are also expected to meet the increasing need for socialization outside the family and for institutionalized socialization and to contribute towards social integration. All-day schools are seen as the answer to the increasing requirements placed on school graduates. In addition, all-day schools are supposed to reduce educational inequalities based on social origins (Schuepbach, 2010).

In recent years and continuing today an important focus of our research in Switzerland is on the effects of extended education on students' academic achievement and socio-emotional development, and possible compensatory effects. The aim is to examine the extent to which extended education can meet educational and social expectations. In the German-speaking region of Switzerland, the first study on this topic was conducted from 2006 to 2011. The available investigation is the quasi-experimental longitudinal EduCare study (Schuepbach, Herzog, & Ignaczewska, 2013). The study – funded by the Swiss National Science Foundation – investigated children aged 6 to 9 in the German-speaking part of Switzerland. Regarding the development of mathematics and language achievement from the end of Grade 1 to the end of Grade 3, analysis showed that students who attended extended education intensively gained more substantially in achievement than students who attended regular school instruction only (Schuepbach, 2012; Schuepbach et al., 2013). There were no significant differences in socio-emotional development between students who attended extended education and students who attended only regular school instruction (Schuepbach, Ignaczewska, & Herzog, 2014). These findings are based on open-attendance and compulsory forms of all-day schools together. In addition to conducting a study that differentiates between the school forms, a further research desideratum, which is looked at in the current EduCare: All-day School and School Success? study, is to investigate the educational quality of extended education in a differentiated way. This is because the EduCare study also found that intensive attendance in extended education in Grade 1, or attendance in extended education of high quality, or both of these, had a positive effect on mathematics achievement (Schuepbach, 2014a). Intensity of attendance and educational quality (program structure and activities[1]) also had positive effects on the socio-emotional development (Schuepbach et al., 2014).

This means that what is needed is a shift of the research perspective to the educational quality of the offerings. With the expectations mentioned above concerning an extended learning culture, there are clear demands for a wide range of extended education offerings that take into consideration the individual needs of individual students. However, whether or not these demands are met in the German-speaking part of Switzerland is largely unclear. It has been stated from an education policy point of view (Flitner, 2011), that there is a certain lack of concepts regarding educational guidelines of all-day schools and their quality criteria. This paper takes up that point and examines what kind of extended education is offered in open-attendance all-day schools in the German-speaking part of Switzerland. Based on Holtappels &

Rollett's (2008) theoretical framework explaining quality of all-day schools (Rahmenmodell zur Erklaerung der Ausbauqualitaet des Ganztagsbetriebs), educational principles and goals are deemed highly important with regard to the educational quality of extended education offerings. We conducted mixed methods research and thus also in our methodological access took a changed research perspective – moving away from a tradition of mainly quantitative research.

Review of the Literature

Theoretical Framework Explaining Quality

Depending on the research question, research studies on the quality of all-day schools belong more to school effectiveness research or more to school development research: School effectiveness research studies the conditions for 'good schools' in terms of student learning outcomes, whereas school development research analyzes school quality with regard to its development conditions (Fischer, Radisch, Theis, & Züchner, 2012). Holtappels and Rollet's (2009) theoretical framework explaining quality of all-day schools is part of school development research and is a quality model. The model distinguishes three areas of conditions that affect the quality of extended education (see Figure 1).

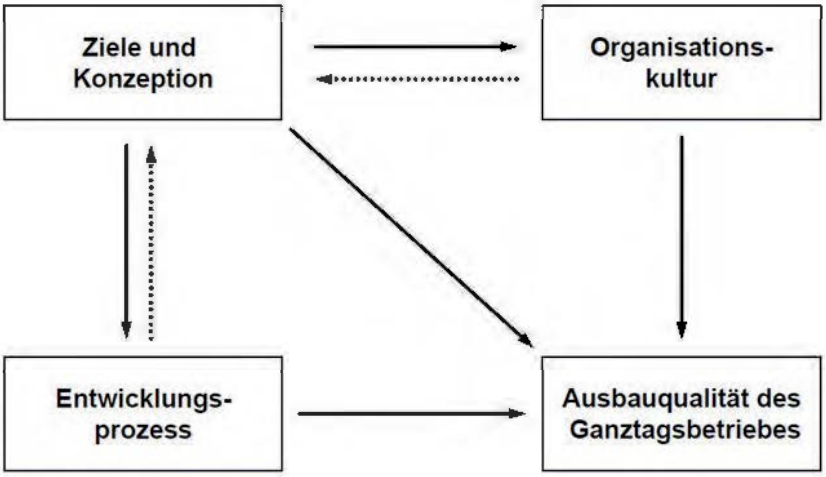

Figure 1. Theoretical framework explaining quality of all-day schools (Holtappels & Rollett, 2009).

This model shows the theoretical interdependency among various school development characteristics and the quality of extracurricular offerings at all-day schools; it is based on empirical results from innovation and school development research

(Rollett & Holtappels, 2010). Quality is defined as "the result of a more or less successful development of an all-day school" (Holtappels & Rollett, 2009, p. 22; freely translated here). According to Holtappels and Rollett, quality can be described by means of various criteria. Here, starting from educational and school theory reasons for the development, a normative assessment is made. As central areas of conditions of quality, the model also distinguishes goals and principles, organization culture, and the development process.

The quality area goals and principles refers to the goals that extended education offerings should achieve. Organization culture encompasses especially the success of cooperation both within and outside the school, willingness for innovation, and participation of various groups in the operation of the all-day school. The actual development process that underlies the establishment of extended education is seen as a quality area in its own right and refers to, among other things, the type and extent of development measures and the participation of internal and external groups or institutions in the development process. For one, the framework model postulates a direct effect of school development characteristics on quality, which will be the focus of this paper. For another, the paper also takes up the mutual influences among goals and principles, organization culture, and development process.

State of Research on Educational Principles and Goals and on Quality

Educational principles and goals

The social and education expectations mentioned above make demands for a wide range of supportive extended education offerings that take into consideration the individual needs of individual students. However, whether or not these demands are met in the German-speaking part of Switzerland is largely unclear. In Switzerland, the 26 cantons organize their education structures independently. At the same time, however, the cantons are obligated to cooperate with the federal government on educational matters (EDK & SODK, 2008). Thus, there are no national guidelines on the organization of extended education. As a consequence, some cantons have regulated extended education offerings in their cantonal public school laws; in other cantons, this is not yet the case (Schuepbach, 2014b). This means that at the cantonal level there are definite differences in whether or to what extent educational principles and goals exist (Schultheiss & Stern, 2013).

In Germany, the Study on the Development of All-Day Schools (StEG) found that from the perspective of school principals, the main goals in open-attendance all-day schools are care and opening up the schools. School principals also mention as goals community, social learning, and personal development. Not as important are promotion of skills/competencies and talent and especially extension of the learning culture (Holtappels, 2008).

Quality of extended education offerings. An increasingly number of research studies are available on the educational quality of extended education, especially in the United States. Initial results on the effects of extended education in the German-speaking part of Switzerland showed (see first section above) that the benefits of extended education cannot be understood without taking the educational quality

of the programs into account. This was also found in the StEG in Germany (Fischer et al., 2011) and by a large number of studies in the United States (Mahoney et al., 2005). In a meta-analysis of 68 U.S. studies, Durlak, Weissberg, and Pachan (2010) found that especially programs that are sequential, active (training process), focused, and explicit lead to positive effects on school achievement. The U.S. studies have identified some general and consistent factors in educational quality, indicators for educational quality (Durlak et al., 2010). Factors are group size, student-to-staff person ratio, a broad range of stimulating and clearly structured activities, and well-planned organization. Schuepbach (2010) examined the educational quality of extended education offerings in Switzerland using a standardized observation scale, Hort- und Ganztagsangebote-Skala (HUGS), which is a German adaptation by Tietze, Roßbach, Stendel, and Wellner (2005) of the standardized instrument School-Age Care Environment Rating Scale (SACERS) (Harms, Jacobs, & White, 1996). The SACERS assumes that education quality is comprised of the three central areas of process, orientation, and structural quality (Tietze et al., 2005, p. 7). In the Schuepbach (2010) study, in the different quality areas (subscales) of the SACERS, the mean scores were in the range of medium educational quality (scores from 3 to 5), with the exception of the area of Interactions between persons, which were in the range of good educational quality (scores above 5). The profiles of the extracurricular parts of all-day schools were very close to each other. Only for the quality areas Health and Safety, Interactions, and Staff Development: Opportunities for professional growth were there differences of more than one point on the scale between the lowest and highest subscale scores.

A more differentiated look at the SACERS subscale Activities reveals that some quality characteristics scored lower than other items in other quality areas and were in the insufficient or medium quality range. Here it was found that there was often a lack of materials and activities that are sufficiently diverse and promote the child's development in Science/nature activities, Language/reading activities, Drama/theater, or Blocks and construction (Schuepbach, 2010). In summary, for all subareas of educational quality, the mean quality ratings were in the expected range. A comparison with three German studies shows that the Swiss extended education settings do quite well in the ratings (Schuepbach, 2010). Beyond that, there is an overall deficit of research on the quality of extended education in the literature on Switzerland.

Effects of educational principles and goals on educational quality of extended education offerings. The framework explaining quality of all-day schools was tested in StEG in Germany. The extensiveness and amount of the offerings was analyzed. For primary school it was found that a high degree of expansion was achieved if extended education closely followed the goals of skills/competencies development and promotion (Holtappels & Rollett, 2008). For the development of extensive offerings at the secondary school level, a stronger emphasis on educational development goals and more comprehensive specified guidelines had a positive effect. The same was the case for innovation readiness, cooperation among teachers, and strong participation of teachers in extended education offerings. Systematic quality development, external support measures, and more intensive further development of the all-day school concept also had a positive effect on the extensiveness and amount of extended education offerings (Rollett et al., 2011).

StEG also examined the connection between certain teacher goals (goals and guidelines) and occupational stress (organization culture) and process quality as perceived by students (Bruemmer, Rollett, & Fischer, 2011): The results revealed a negative association between teacher goals (recreation, opening up the schools, care) and process quality (at the first measurement). There was no significant association between occupational stress and perceived process quality. Based on the same framework model, the study All-Day School and School Success? examined whether a wider range of offerings could be predicted by selected characteristics of school development (Frei, Schuepbach, von Allmen, & Nieuwenboom, in press). For extended education in the German-speaking part of Switzerland, it was found that especially extended education offerings with more comprehensive specified guidelines possess a wider range of offerings to promote students, which agrees with Rollett et al.'s findings (2011) on the range of offerings in German all-day schools at the secondary level. No studies are available on educational quality from the perspective of outside observation, as the HUGS/SACERS measures, as a criterion of the quality of extended education offerings.

Research Questions

Based on the previous state of research, the following questions will be studied:

1. From the perspective of directors of extended education, what goals should extended education offerings meet?
2. Educational principles and goals in the school guidelines:
   a. Are principles and goals laid down in the guidelines?
   b. How extensively are educational principles and goals described?
3. What is the quality of the extended education offerings?
   a. From the perspective of outside observers
   b. From the perspective of those responsible for the extended education offerings
4. Can differences in the quality of extended education offerings be explained by the goals of directors of extended education and how extensively the principles and goals are laid down in the guidelines of all-day schools?

Method

Design and Sample

The research questions were studied in a research project, EduCare-TaSe – All-Day School and School Success?, which is funded (from 2013-2017) by the Swiss National Science Foundation. EduCare-TaSe is studying children in Grades 1 and 2 at all-day schools. In this project we conducted a complete survey of open-attendance

all-day schools at the primary level (for economic reasons, at least two parallel first-grade classes was a requirement). Based on the definition by the Swiss Conference of Cantonal Ministers of Education (EDK, 2013) we undertook the following operationalization:

A primary school with extended education, called an 'all-day school' in the following, is a primary school with open-attendance, voluntary extended education offerings on at least 3 days per week, at lunchtime and in the afternoon.

Based on estimates provided by the education departments of the cantons in German-speaking Switzerland, 251 primary schools meeting these four criteria were identified. In the end, 53 primary schools and thus open-attendance all-day schools in 13 cantons participated in the study. As there was no information on extended educations goals for one all-day school, this paper looks at the remaining 52 schools.

To answer the research questions we conducted mixed methods research. Mixed methods research means the combination of different qualitative and quantitative methods of data collection and data analysis. Here we chose a "fully integrated mixed model design," as Tashakkori and Teddlie (2010) termed it. This is a dynamic and interactive mixing of methods, where the methods are combined systematically within different phases of the research process. The two methods are interlinked in several ways: We examined educational principles and goals from the perspective of the directors of extended education using a quantitative approach (question 1) and principles and goals laid down in the guidelines of the all-day schools using a qualitative approach, by means of qualitative and quantitative content analysis of the guidelines (question 2), and set the results in relation to one another. Further, the findings of the quantitative content analysis yield a variable on 'extensiveness of educational principles and goals.' This variable was entered into the regression model on the effect of principles and goals on the educational quality of the extended education offerings (question 4). The standardized observations on the extended education offerings by outsiders make it possible to ascertain, through quantitative analyses, generalizable findings on the educational quality from an outside perspective (question 3a). Beyond that, qualitative guided interviews with persons responsible for the extended education offerings allowed us to examine, in-depth and from an insider perspective, the extended education offerings, the free play activities, and additionally the supervised/guided activities among the extended education offerings, which are an important aspect of the educational quality of extended education offerings (question 3b). This way of proceeding can be used to gain a fuller picture and deeper understanding of quality.

Instruments, Scales, and Categories

Goals of extended education offerings from the perspective of extended education directors. Directors of extended education filled out an online questionnaire asking about the extent to which extended education offerings should follow certain goals (adapted from Quellenberg, 2009). They gave their responses on a 4-point scale (0 = not at all, 1 = partly, 2 = to a large extent, 3 = to the full extent). The original scales could be replicated with a good fit. However, principal components analysis

yielded three factors: learning culture[2] (8 items) (α = .90), psychosocial development and key qualifications[3] (10 items) (α = .84), and opening up the schools and manual and practical skills[4] (8 items) (α = .76), which were then subsequently used.

Educational principles and goals in the school guidelines. A document analysis (Andrey & Arpagaus, 2014) was also carried out: We analyzed the content of available written educational guidelines at all-day schools in the German-speaking part of Switzerland and in part specific guidelines on extended education offerings following Mayring's (2010) structural qualitative content analysis. The category system comprised eight categories. In a further step, the guidelines at each all-day school were checked to see how many of the eight categories that they contained. A variable was calculated on extensiveness of educational principles and goals.

Quality of extended education. Process quality in the extracurricular part of all-day schools was measured in the first year of school using HUGS (Tietze et al., 2005), the German version of the SACERS (Harms et al., 1996). The observation instrument measures 50 quality features in six quality areas[5], or subscales (scored from 1 = insufficient to 7 = excellent) (α = .80; M = 4.65, SD = .56). Of particular interest was the subscale Activities, which has 8 items[6] (α = .73; M = 3.95, SD = .75). These items capture materials, activities, and suggestions by the educational staff that allow children to explore and creatively engage with the environment and to further develop their interests, abilities, and skills.

Activities at all-day schools. After the standardized observations, problem-centered guided interviews following Witzel (1982) was conducted with persons responsible for the extended education offerings, asking about the free play and guided activities in the extended education offerings and in primary school. The interviews were analyzed (Gruetter, 2014; Rohrbach-Nussbaum, 2015) using content analysis following Mayring (2010).

Results

Descriptive Results on Educational Principles and Goals

Findings on the goals of extended education offerings from the perspective of directors of extended education (questionnaire survey). The directors of extended education rated the opening up of the schools to the community and promotion of students' manual and practical skills as the most important goals[6] to strive after in extended education (M = 2.01, SD = .42). This was promotion of manual/handicraft skills but also practical life skills, such as traffic education or media education. The directors of extended education rated psychosocial development and key qualifications as (M = 1.59, SD = .53) somewhat-to-largely important, and thus as the second-most important goal area[7]. This was students' acquisition of key qualifications such as planning, analyzing, problem solving, ability to work in a team but also promotion of intercultural learning and attention to psychosocial problems of students, among other things. The third-most important goal area was the creation of a learning culture (M= 1.40, SD= .64), which included aspects such as promotion of

task orientation, self-directed learning and independence, and individual promotion of students.

Results of the document analysis concerning goals and their extensiveness. The results of the document analysis show that 82% of all-day schools (43 schools) have documents that correspond to educational guidelines (guiding principle, educational concept, or school program; see Holtappels, 2004) and mention extended education offerings at least once. Further, the results of the structural qualitative content analysis following Mayring (2010) showed that educational principles and goals were laid down in the written guidelines in eight different areas (see Figure 2): These were most of all goals in the area of social and intercultural learning (63% of all all-day schools). For example, the guidelines of one school stated, "the all-day school should offer a learning arena for promotion of self-competency and social competency in multicultural mixed-ages groups" (School_10308_P). Further, the guidelines of almost 60% of the all-day schools named goals to promote students' competency – that is, the teaching of school-subject and general competency. One school stated, "the extended education staff should promote the self-competency, social competency, and school-subject competency of the children" (School_10401). In addition, half of the all-day schools mentioned goals pertaining to children's personal development, stating for example, "through concentration processes in which the child engages freely and intensively in a commitment to something, the child develops 'freedom to act' and personality" (School_10101) (Andrey & Arpagaus, 2014).

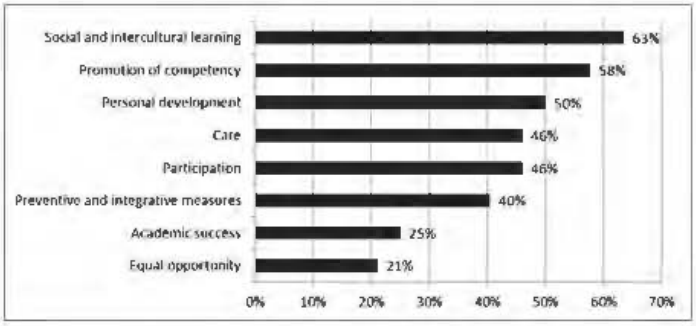

Figure 2. Educational principles and goals laid down in the guidelines of all-day schools (N = 52).

In a next step – based on the educational principles and goals found in the schools' guidelines – we calculated the extensiveness of the goals, defined as the number of different goals named in the guidelines of an all-day school. Approximately 35% of the all-day schools did not refer in their guidelines to extended education offerings at all and thus made no mention of specific educational principles or goals. About 20% of the schools referred in written guidelines to three or four goals, and about 45% of schools named to five to eight goals that the extended education offerings should strive to meet.

Descriptive Results on Educational Quality

Findings on the perspective of outside observation. The findings on the educational quality of extended education offerings, obtained using standardized observation (see Figure 3) showed that across all all-day schools, the mean educational quality score was 4.65 (SD = .56) and therefore medium. The lowest score found for an all-day school was 3.45 (medium quality range), and the highest score was 5.80 (good quality range). The HUGS/SACERS instrument provides descriptors for each of the odd numbers on the scales.

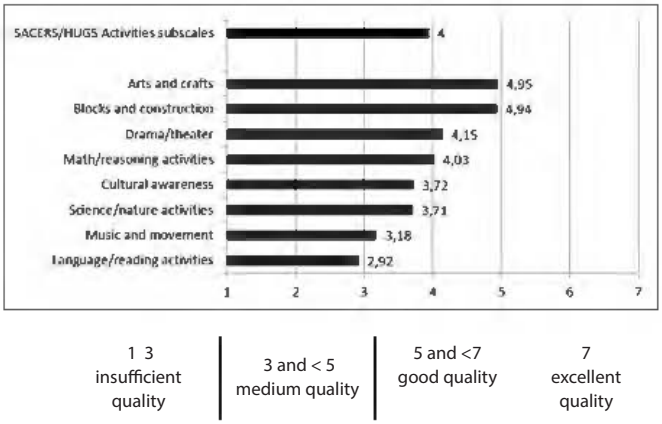

Figure 3. Educational quality: SACERS total average score and individual subscales/quality areas (N = 52).

For example, a rating of 3 on the scale indicates minimum quality, where basic materials are available to students but the educational support is low and there is hardly any educational use of the materials to be observed. A rating of 5 on the scale indicates good quality, where there are appropriate materials in appropriate surroundings, and where students have developmentally appropriate experiences supported by educational staff (Tietze et al., 2005).

The mean scores in the quality areas ranged from above 5 for Interactions (M = 5.13; SD = .74) and Staff Development: Opportunities for professional growth (M = 5.12; SD = 1.02) and a score of less than 4 for Activities (M = 3.95; SD = .75).

A closer look at the individual subscales of Activities (see Figure 4) shows that Arts and crafts (M = 4.95; SD= 1.72) and Blocks and construction (M = 4.94; SD = 1.44) were rated in the good quality range and thus were very well developed at all-day schools in the German-speaking part of Switzerland. Science/nature activities (M = 3.71; SD = 1.29) and also Math/reasoning activities (M = 4.03; SD = 1.27) were rated at around 4 in the medium quality range.

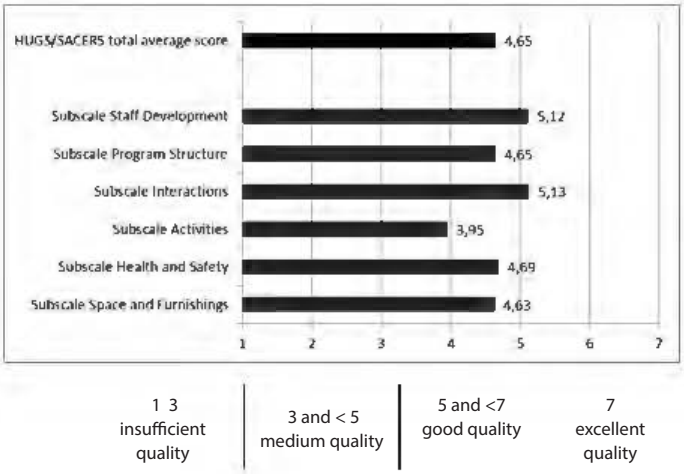

Figure 4. Educational quality: SACERS Activities subscale and individual items (N = 52).

Especially noteworthy is that in the extended education offerings, Language/reading activities were found to be insufficient (M = 2.93; SD = 1.55), and also Music and movement was rated just above 3 (M = 3.18; SD = 1.31). Rated at around 3, these two activities were observed to be of minimum quality.

Taking a more differentiated look at the subscale Language/reading activities, minimum quality – which on average is not even achieved by extended education in the all-day schools in the German-speaking part of Switzerland – means that there are some materials such as books, CDs, or stories available, age-appropriate stories are read to the children weekly, and the students are encouraged to read and write. For Activities in the area of Music and movement, minimum quality – which is just barely achieved – means that children have possibilities for experiencing music, such as listening to music or playing music, once a week. In addition, the students should have CDs, dance props, and musical instruments available to them (Tietze et al., 2005).

Results of the qualitative content analysis (interviews) on the perspective of those responsible for the extended education offerings. In a next step, we wanted to take a much closer look at these findings: The results of the qualitative guided interviews with a person responsible for the extended education offerings on the topic of the activities at their schools were meant to examine and deepen the findings reported from the quantitative part of the study from a further perspective, the perspective of extended education staff.

Within the qualitative part of the study, in the interviews we further differentiated between ***free play*** and ***guided activities*** at the all-day school. Free play activities were defined as activities that take place during free play. Students may choose freely among various activities and may also change their activities (EduCare-TaSe, 2013). Guided activities were defined as activities led by educational staff. These activities at certain times – with a starting time and end time, conducted regularly – take place in a fixed group; they are voluntary but binding once chosen. There

are guided activities that are offered only in the extended education program at an all-day school and are open to extended education participants only. Primary schools also have guided activities for their students; the guided activities at primary school can be attended by all children at the school and also by students that attend extended education (EduCare-TaSe, 2013).

In the following, we present the interview results for only the activities subscale Language/reading activities, which was rated on the HUGS/SACERS as having only minimum quality in the all-day schools in the German-speaking part of Switzerland. For the free play activities in extended education, the results of the structural content analysis of the interviews following Mayring (2010) for Language/reading activities showed the following: Over two-thirds of the educational staff in extended education mentioned the possibility for students to use books, dictionaries, encyclopedias or audiobooks. The students read picture books, non-fiction books, comics, or children's and youth literature. They also mentioned language games that promote language skills, but they did not name specific games that focus on language (Gruetter, 2015). The results on the guided activities led by staff in extended education in the area of Language/reading activities show that sometimes a group visit to the school library was offered. In addition, the students were told stories; this was not usually a regular offering all year long. In contrast to the guided activities in extended education, the guided language activities in primary school were much more varied. For German/literature/reading, library visits were very common and open to all primary school students. Three primary schools offered in addition to compulsory German instruction also an optional German course: "There are many children who attend the optional German course. Some of them leave extended education before 1:00, so that they can go to the German course before afternoon school hours begin" (Staff_School_10802). The German course is intended as support for children with German as a second language but also as a learning platform for general promotion of German, which is a main school subject. Foreign language instruction was offered at only five primary schools; the interview participants mentioned English and Italian explicitly (Rohrbach-Nussbaum, 2015).

Regression Analysis for Prediction of Differences in the Educational Quality of Extended Education Offerings

To investigate possible effects of the described goals of extended education offerings and the extent to which they are laid down in the guidelines of all-day schools on the quality of the offerings, we used step-wise multiple linear regression analysis with educational quality as the dependent variable (Table 1). No multicollinearity was found with correlations below .17.

Table 1. Results of the Multiple Linear Regression Models: Educational Quality, SACERS Total Score

	Model 1	**Model 2**
Predictors	b (SE)	b (SE)
Constant	4.65 (.07)	4.64 (.12)
Directors' goal: *Learning culture*	.06 (.07)	.06 (.08)
Directors' goal: *Psychosocial development and key qualifications*	.09 (.07)	.09 (.08)
Directors' goal: *Opening up the schools and manual and practical skills*	.20**(.07)	.20** (.08)
Extensiveness of educational principles and goals in school guidelines		.01 (.03)
R^2	.17	.17

Note: *p≤.05; **p≤.01; N=52

In model 1, the basic model, as a first step the three extended education goals were included in the model. These three goals are statistically independent of one another. The explained variance of the first model changed significantly ($p < .05$) compared to the null model. The predictors explained 17% of the variance. The non-standardized coefficient b of the goals of directors of extended education opening up the schools and manual and practical skills was significant ($b = .20$; $p < .01$) and had a significant effect on the quality of extended education. In addition to the extended education goals, the predictor extensiveness of educational principles and goals in the guidelines of the all-day school was included in model 2, and the model was not improved, and the four predictors explained 17% of the variance again. The extensiveness of educational principles and goals laid down in the guidelines of the all-day school had no effect on the educational quality of extended education. The results show that one of the goals of directors of extended education, opening up the schools and manual and practical skills had an effect with regard to differences in the educational quality of extended education offerings. The results of the regression models for the quality area Activities as dependent variable pointed in the same direction.

Discussion

In this paper we took a research perspective on the educational quality of the extended education offerings. To answer the research questions we chose mixed methods research and a fully integrated mixed model design (Tashakkori & Teddlie, 2010). With this, we took a changed research perspective also in the methodological approach. The findings on goals from the perspective of directors of extended educa-

tion show that the goals that they regard as the most important for extended education are opening up the schools to the community and promoting students' manual and practical skills. This area includes promotion of handicraft and practical life skills such as traffic education and media education, which is in line with findings by Holtappels (2008) in Germany. The directors view goals in the area of psychosocial development and student learning as less important. In contrast to that, in written guidelines of all day schools, the goals most frequently described are goals in the areas of social and intercultural learning, promoting students' school-subject and general competencies, and children's personal development. This discrepancy between the goals of the directors of extended education and the educational principles and goals actually laid down in the guidelines for the school as a whole, the all-day school, and the extended education program can be interpreted to mean that the goals for academic, social, and personal development are compatible with the curriculum goals laid down in the Swiss school curricula. They can thus be better legitimized in the guidelines of the school as a whole. As for the extensiveness of educational principles and goals described in the guidelines of all-day schools, it is somewhat sobering to note that in about one-third of the all-day schools, the guidelines make no mention at all of the extended education offerings and thus no mention of any specific educational principles and goals. On the other hand, just under half of the all-day schools have guidelines that name five to eight goals that extended education should strive to meet. Extended education thus appears to have found its way into educational concept considerations and documents at about half of the all-day schools.

As for the quality of extended education offerings, from the perspective of outside observers it is medium, which is a slight improvement over the ratings in the previous study, EduCare for school year 2006/07 (Schuepbach, 2010). The average scores in the quality areas in the current study (for school year 2013/14) range from medium to good quality. Compared to the previous study, this indicates, except for the quality area Interactions, an overall improvement in the mean ratings, even though the improvements are in part small (Schuepbach, 2010). Still rated the lowest in quality, even though it is rated much higher than in the previous study, is the quality area Activities. For this reason, the quality of the area Activities was also examined and differentiated from another perspective, the perspective of persons responsible for the extended education offerings. Here, we in addition made a distinction between free play and guided activities. All in all, the assessments by the people directly responsible for the extended education offerings, analyzed by means of qualitative analysis, agree largely with the ratings of the outside observers, measured quantitatively. The chosen multi-perspective approach made possible here a fuller picture and deeper understanding of the available activities and their quality. All in all, the findings on educational quality show that quality has improved in recent years in all-day schools in the German-speaking part of Switzerland. However, at these all-day schools there is a lot of room for improvement of the learning setting and the activities. We know from research in the United States in particular that especially programs that are sequential, active (training process), focused, and explicit lead to positive effects on school achievement (Durlak, Weissberg, & Pachan, 2010). Many extended education programs in German-speaking Switzerland appear to be far removed from programs of that kind.

Finally, we found that the emphasis that directors of extended education place on the goals of opening up the schools and students' manual and practical skills can explain in part the differing quality of extended education offerings. However, how extensively educational principles and goals are laid down in the guidelines of the school as a whole has no effect on the quality of extended education offerings. This finding is in line with the results of a study by Frei et al. (in press), which found that school development characteristics can predict quality.

Here it must be remembered – and we come now to limitations of the study – that laying down goals in a school's educational concept can encourage educational quality. But the reverse conclusion is also possible: that the existing extended education offerings can lead to new specified guidelines/principles. Because for the directors' goals the assessments were retrospective and because overall the data were cross-sectional, we can hazard no definitive conclusion as to causality. In the scope of this paper, we could not cover all areas in Holtappels und Rollett's (2008) framework model that the model deems important. This makes it difficult to find out more about the exact mechanism of the effects. One reason for this limitation is the already very extensive list of questions, where we had to limit the examination to selected aspects of school development characteristics. Another reason is the sample, which is rather small for regression analysis and would have reached its limits with further items. Precisely because of that, however, are the findings all the more remarkable.

In conclusion, our results show a mixed picture of educational quality and school development characteristics with regard to extended education in Switzerland: A considerable number of all-day schools still lack guidelines on extended education, and – this is probably even more important – there seems to be a discrepancy between written guidelines and the goals as stated by directors of extended education. Since certain goals of the directors seem to have more impact on overall quality than written guidelines, future efforts should focus on ensuring that guidelines laid down are more firmly incorporated in the goals and attitudes of the individual actors. Although the overall quality of extended education is medium to good, there is room for improvement, which applies in particular to activities with a stronger focus on language and academic development. If extended education is indeed intended to foster academic achievement, school development needs to place an even stronger focus on academic goals and activities.

Endnotes

1 Measured by two subscales of the Hort- und Ganztagsangebote-Skala (HUGS), which is a German adaptation by Tietze, Roßbach, Stendel, and Wellner (2005) of the standardized instrument School-Age Care Environment Rating Scale (SACERS) (Harms, Jacobs, & White, 1996).

2 Example items: promote task orientation; promote self-directed learning and students' independence; promote students individually.

3 Example items: acquisition of key qualifications (such as planning, analyzing, problem solving, ability to work in a team); promote intercultural learning; attention to students psychosocial problems.
4 Example items: open up the schools to the community; promote manual skills; acquisition of practical life skills (such as traffic education).
5. The subscales are Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, and Staff Development
6 arts and crafts, music and movement, blocks and construction, drama/theater, language/reading activities, math/reasoning activities, science/nature activities and cultural awareness
7 1 – 2 $t(51) = -8.32, p < .001$; 1 – 3 $t(51) = -7.13, p < .001$
8 2 – 3 $t(51) = -3.18, p < .01$

References

Andrey, S., & Arpagaus, A. (2014). *Konzeptionelle Gestaltung von Tagesschulen. Eine qualitative Untersuchung paedagogischer Leitlinien von Tagesschulen in der Schweiz.* Masterarbeit Universitaet Bern: Institut fuer Erziehungswissenschaft.

Bruemmer, F., Rollett, W., & Fischer, N. (2011). Prozessqualitaet der Ganztagsangebote aus Schülersicht: Zusammenhänge mit Angebots- und Schulmerkmalen. In N. Fischer, H. G. Holtappels, E. Klieme, T. Rauschenbach, L. Stecher, & I. Zuechner (Eds.), *Ganztagsschule: Entwicklung, Qualitaet, Wirkungen. Laengsschnittliche Befunde der Studie zur Entwicklung von Ganztagsschulen (StEG)* (pp. 162–186). Weinheim & Basel: Beltz Juventa.

Durlak, J., Weissberg, R., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology, 45*, 294–309. https://doi.org/10.1007/s10464-010-9300-6

EDK, Swiss Conference of Cantonal Ministers of Education. (2013). *Kantonsumfrage 2012/2013.* Retrieved from: http://edudoc.ch/record/115194/files/2013.pdf. (access 14.09.2015)

EDK, Swiss Conference of Cantonal Ministers of Education, & SODK, Swiss Conference of Cantonal Ministers of Social Affairs. (2008). *Kinderbetreuung: Familienergaenzende Tagesstrukturen. Gemeinsame Erklaerung der EDK und der SODK*. Bern, Switzerland: EDK and SDK.

EduCare-TaSe. (2013). Leitfadeninterviews mit einer verantwortlichen Person des Tagesschulangebots: Angebote und Aktivitaeten des Tagesschulangebots und der Primarschule. Internes Papier.

Fischer, N., Holtappels, H. G., Klieme, E., Rauschenbach, T., Stecher, L., & Zuechner, I. (Eds.) (2011). *Ganztagsschule: Entwicklung, Qualitaet, Wirkungen* [All-day school: development, quality, effects]. Weinheim, Germany: VS – Verlag fuer Sozialwissenschaften.

Fischer, N., Radisch, F., Theis, D., & Zuechner, I. (2012). Qualitaet von Ganztagsschulen – Bedingungen, Wirkungen und Empfehlungen. Expertise für die SPD Bundestagsfraktion. Frankfurt am Main. Retrieved from http://www.pedocs.de/frontdoor.php?source_opus=6794&la=en

Flitner, C. (2011). *Absturzgefaehrdet – schulische Tagesbetreuung in der Schweiz.* Zuerich: vpod.

Frei, L., Schuepbach, M., von Allmen, B., & Nieuwenboom, W. (2016). Bildungsbezogene Erwartungen an Tagesschulen: Foerderangebote an offenen Tagesschulen in der Deutschschweiz. *Schweizerische Zeitschrift fuer Bildungswissenschaften (SZBW).*

Gruetter, E. (2015). *Freie Aktivitaeten in offenen Tagesschulen der Deutschschweiz. Eine qualitative Untersuchung zu Inhalt und Organisation von freien Aktivitaeten.* Masterarbeit Universitaet Bern: Institut fuer Erziehungswissenschaft.

Harms, T., Jacobs, E. V., & White, D. R. (1996). *School-age care environment rating scale*. New York, NY: Teachers College Press.

Holtappels, H. G. (2004). Schulprogramm – ein Instrument zur systematischen Entwicklung der Schule. In H.G. Holtappels (Ed.), *Schulprogramme – Instrument der Schulentwicklung* (pp. 11–28). Weinheim und Muenchen: Juventa.

Holtappels, H. G. (2008). Ziele, Konzepte, Entwicklungsprozesse. In H. G. Holtappels (Ed.), *Ganztagsschule in Deutschland. Ergebnisse der Ausgangserhebung der „Studie zur Entwicklung von Ganztagsschulen“ (StEG)* (2., corr. Ed.) (pp. 139–163). Weinheim: Juventa.

Holtappels, H. G. (2009). Qualitaetsmodelle – Theorie und Konzeptionen. In I. Kamski, H. G. Holtappels & T. Schnetzer (Eds.), *Qualitaet von Ganztagsschule. Konzepte und Orientierungen fuer die Praxis* (1. Ed.) (pp. 11–25). Muenster: Waxmann Verlag GmbH.

Holtappels, H. G., & Rollett, W. (2008). Organisationskultur, Entwicklung und Ganztagsschulausbau. In H. G. Holtappels (Ed.), *Ganztagsschule in Deutschland. Ergebnisse der Ausgangserhebung der „Studie zur Entwicklung von Ganztagsschulen“ (StEG)* (pp. 209–226). Weinheim: Juventa.

Holtappels, H. G., & Rollett, W. (2009). Schulentwicklung in Ganztagsschulen. Zur Bedeutung von Zielorientierungen und Konzeption fuer die Qualitaet des Bildungsangebots. In L. Stecher, C. Allemann-Ghionda, W. Helsper & E. Klieme (Eds.), *Ganztaegige Bildung und Betreuung* (pp. 18–39). Weinheim u.a.: Beltz Verlag.

Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. In J. L. Mahoney, J. L. Larson & J. S. Eccles (Eds.), *Organized activities as context of development: Extracurricular activities, after-school and community programs* (pp. 3–22). Mahwah, NJ: Lawrence Erlbaum Associates.

Mayring, P. (2010). *Qualitative Inhaltsanalyse. Grundlagen und Techniken.* Weinheim und Basel: Beltz Verlag.

Quellenberg, H. (2009). *Studie zur Entwicklung von Ganztagsschulen (StEG) – ausgewaehlte Hintergrundvariablen, Skalen und Indices der ersten Erhebungswelle*. Frankfurt am Main: Gesellschaft zur Foerderung Paedagogischer Forschung [u.a.].

Rohrbach-Nussbaum, R. (2015). *Angebote der Tagesschulen und der Primarschulen in der Schweiz. Eine qualitative Auswertung der Angebote und deren Gestaltung.* Masterarbeit Universitaet Bern: Institut fuer Erziehungswissenschaft.

Rollett, W., & Holtappels, H. G. (2010). Entwicklung von Ganztagsschulen in Deutschland. Analysen zum Ausbaustand der Ganztagsschullandschaft und zu Entwicklungsbedingungen der Schuelerteilnahme. In N. Berkemeyer, W. Bos, H. G. Holtappels, N. McElvany & R. Schulz-Zander (Eds.), *Jahrbuch der Schulentwicklung. Daten, Beispiele und Perspektiven* (pp. 99–129). Weinheim: Beltz.

Rollett, W., Lossen, K., Jarsinski, S., Luepschen, N., & Holtappels, H. G. (2011). Ausserunterrichtliche Angebotsstruktur an Ganztagsschulen. Entwicklungstrends und Entwicklungsbedingungen. In N. Fischer, H. G. Holtappels, E. Klieme, T. Rauschenbach, L. Stecher & I. Zuechner (Eds.), *Ganztagsschule: Entwicklung, Qualitaet, Wirkungen. Laengsschnittliche Befunde der Studie zur Entwicklung von Ganztagsschulen (StEG)* (pp. 76–96). Weinheim & Basel: Beltz Juventa.

Schultheiss, A., & Stern, S. (2013). *Familienergaenzende Kinderbetreuung im Schulbereich. Stand in den Kantonen*. Zuerich: INFRAS im Auftrag der schweizerischen Konferenz der kantonalen Erziehungsdirektoren (EDK).

Schuepbach, M. (2010). *Ganztaegige Bildung und Betreuung im Primarschulalter. Qualitaet und Wirksamkeit verschiedener Schulformen im Vergleich*. Wiesbaden: VS Verlag fuer Sozialwissenschaften. https://doi.org/10.1007/978-3-531-92334-5

Schuepbach, M. (2012). Sprachleistungsentwicklung in Ganztagsschulen unter Beruecksichtigung der sozialen Herkunft und der fruehkindlichen Bildung, Betreuung und Erziehung (FBBE). *Zeitschrift fuer Grundschulforschung*, *2*, 109–121.

Schuepbach, M. (2014a). Effects of Extracurricular Activities and their Quality on Primary School-Age Students' Achievement in Mathematics in Switzerland. *School Effectiveness and School Improvement*, 1–17.

Schuepbach, M. (2014b). Extended Education in Switzerland: Values in Past, Present, and Future. *International Journal for Research on Extended Education, 2*, 104–118.

Schuepbach, M., Herzog, W., & Ignaczewska, J. (2013). Entwicklung der Mathematikleistung von Ganztagsschulkindern: Kompensatorische Wirkung von Ganztagsschule? *Zeitschrift fuer Paedagogische Psychologie, 27*(3), 157–167. https://doi.org/10.1024/1010-0652/a000101

Schuepbach, M., Ignaczewska, J., & Herzog, W. (2014). Sozio-emotionale Entwicklung von Ganztagsschulkindern auf der Primarschulstufe. *Zeitschrift fuer Entwicklungspsychologie und Paedagogische Psychologie*, *46*(1), 11–23. https://doi.org/10.1026/0049-8637/a000096

Tashakkori, A. & Teddlie, C. (Eds.) (2010). *Sage handbook of mixed methods in social & behavioral research* (2nd ed.). Thousand Oaks, CA: Sage. https://doi.org/10.4135/9781506335193

Witzel, A. (1982). *Verfahren der qualitativen Sozialforschung.* Frankfurt: Campus.

Tietze, W., Rossbach, H.-G., Stendel, M., & Wellner, B. (2005). *Hort- und Ganztagsangebote-Skala (HUGS). Feststellung und Unterstuetzung paedagogischer Qualitaet in Horten und ausserunterrichtlichen Angeboten*. Weinheim, Basel: Beltz.