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THE PERCEIVED EFFECTS OF AN ADULT HIGH SCHOOL DIPLOMA ON THE GRADUATE: SELF-CONCEPT, ATTITUDE TOWARD EDUCATION, INVOLVEMENT IN COMMUNITY ACTIVITIES, AND OCCUPATION

by
Geraldine Mary Irene

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
(Education)
in The University of Michigan
1974

Doctoral Committee:

Professor Curtis Van Voorhees, Chairman
Professor M. Clemens Johnson
Professor Howard McClusky
Professor Kenneth Vance

ACKNOWLEDGEMENTS

Many people are responsible for the completion of this study and have my undying gratitude. Among them are my chairman, Dr. Curtis Van Voorhees, who provided valuable guidance and suggestions throughout the study; Dr. M. C. Johnson who provided invaluable assistance in the statistical aspects of this study; Dr. Howard Y. McClusky who kindly shared his wealth of knowledge and offered many helpful suggestions; and, Dr. Kenneth Vance who gave his time and energy to editing the finished manuscript.

This writer is especially indebted to the administrators, staff, and students of the Mott Adult High School, Flint, Michigan, for their cooperation, especially Mr. Nick Manych and Mr. Kent Copeman. For allowing me to conduct the study in Flint, a great deal of appreciation goes to Dr. Herman E. Warsh and the Mott Foundation.

A very special thanks goes to Dr. Hap Metivier, State University College, Brockport, New York, a former teacher, mentor, and friend who was the first to induce me to look beyond the horizon and to see what I was capable of becoming.

To my mother, Mrs. Frances Pilato, for her encouragement,

loyalty and love, I give my love and appreciation.

A special thanks is given to my dear children, Lori, Patrick and Michael, for their patience, understanding and cooperation, not only during the completion of this dissertation, but throughout my course of study.

Above all, much love to my husband, Ralph, without whose encouragement and assistance, obtaining a Ph. D. would be, for me, a dream yet to be pursued.

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CHAPTER I

PURPOSE OF THE STUDY

It is the purpose of this study to examine the perceived effects that attainment of an adult high school diploma has on the self-concept, attitude toward education, involvement in community activities, and occupation of the graduate.

Problem

Background

Various forms of adult education, formal and informal, have existed in the United States for at least two centuries. The concept of an educated citizenry had its foundation in the new nation's commitment to the ideal of democracy; what Theodore Parker was to call the "American Idea." The Founding Fathers recognized early that the Free Society which they envisioned could not survive without the adequate education of all its citizens; that free men could and would make sound decisions when informed. A democratic society requires the informed participation of its members in the duties and rights that constitute citizenship. The adult education effort has played a significant role in the improvement of the individual with the intent that an

improved man benefits society. If this premise is accepted, it would follow that the quality and success of a democratic society are highly dependent upon the quality of the men participating in that society. Fostering the growth of the individual is, as a result, very important in a democratic society because all human organizations operate at the level of the individual.

The concept of what comprised an adequate education to further the cause of self-government has undergone changes as the country's political and cultural economies have changed. As the perception of the need was altered, so have the forms of adult education.

The seventeenth and eighteenth centuries reflected the interest of society for man's salvation and early adult education efforts were directed toward the task of teaching adults to read with assumption that salvation could be attained through the study of the Holy Scriptures. It was during this era that Benjamin Franklin's Junto, a collection of people who gathered weekly to discuss morals, politics, and natural philosophy, became very popular.

The need for an enlightened citizenry, came to the forefront during the period between the Revolutionary and Civil Wars. This period witnessed the founding of The American Lyceum, Lowell Institute, and Cooper Union, as well as libraries, museums and adult evening schools.

A number of forces influenced the change process during the

period between the Civil War and World War I. The first was the result of the application of scientific discoveries to the invention of new machines, tools and to the improvement of the existing system of communication. Under the influence of industrialization, the concerns of adult education shifted to specific areas such as vocational education. Prevailing ideas were further altered by the influx of immigrants from all over the world and the incorporation of these millions into our urban centers. This resulted in the addition of classes in citizenship education and Americanization which were especially geared toward the assimilation of the newcomers into the existing democratic structure. Finally, the formation of giant industrial, commercial, and financial enterprises, along with the change in nation's economy from that of producer of goods to consumer of services, were additional forces which helped to reshape the traditional role of education. Educators were called upon to help retrain the labor force for technically-oriented occupations.

The modern era of continuing education has undergone some additional changes and continues to do so. It has been viewed as an instrument of social reform and a vehicle for reconstruction.

New information from the psychological and social sciences concerning human nature, a better understanding of the aging process, and an expanded body of knowledge dealing with the psychology of adults also have helped reshape what we have come to accept as adult

or continuing education. It was not too long ago that Binet's generally accepted thesis that intelligence ceases to develop after the age of sixteen gave educators an "easy out" when it came to providing educational opportunities for adults. However, it has long been assumed by adult educators that adults can learn and that learning is a lifelong process and an integral part of living and growing. E. L. Thorndike, with the publishing of his Adult Learning, in 1928, made this assumption into scientifically verified fact. He concluded that general ability to learn rises until about age twenty and then, perhaps after a stationary period of some years, slowly declines; the decline is very slow, perhaps one per cent per year, and it is proper to assume that adults should not be deterred from learning anything which they really need to learn.[1]

We have come to understand that while intelligence may or may not change, people are capable of lifelong learning and, as a consequence, we have begun to extend educational programs to include the adult learner. With the work of Thorndike, the discipline came to the realization that the learning of adults has a configuration all its own. It has become recognized that an adult is no more an over-sized child than a child is an under-sized adult. This has had dramatic implications for night schools which were nothing more than day schools in artificial light where psychological assumptions regarding teaching

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[1] Edward L. Thorndike and others, Adult Learning, MacMillan, 1928, p. 335.

and learning were not differentiated. As a result, adults were handled like their youthful counterparts in day school.

Each form of continuing education developed to meet a particular need at a given moment. Although early forms have, by and large, become extinct, some have managed to survive in the ever-expanding night schools operated by the local school system which offers such broad programs that they bear little resemblance to their predecessors. The American Lyceum and the Chatuaqua Institution of the nineteenth and twentieth centuries have all but vanished from the scene, but a final analysis illustrates the persistence of the concept of continuing education for adults.

Continuing education has finally become an accepted part of the American educational scene. Public elementary and secondary schools conduct classes or other educational activities for adults. The scope of such services ranges all the way from classes to remove illiteracy to high school completion to popular forms of recreation. In line with the current tendencies for adult education, many states have passed enabling legislation to promote adult education.

The State of Michigan has acknowledged the educational need of the three million adults in Michigan who do not have the high school credential. As a result, the Michigan legislature removed student age limits from the State Aid regulations in 1964. This action permitted school districts to receive state aid for adults earning high school credits.

In conclusion, the rapid social and economic changes in our society, the constitutional rights of the individual to improve his place and to become a fully contributing and participating member of society, and the information in the psychological sciences which reveals that adults learn almost as readily as youth will continue to contribute to the development of adult education. In America, continuing education of adults is becoming as vital as the education of its children.

Need for the Study

In the United States, there are over 30 million people who are educationally disadvantaged. One million of these are totally illiterate, 10 million are termed semi-literate and an additional 20 million, although literate, do not have the educational qualifications for competing in today's job market and are known as under-educated workers. [2]

The continuing rise of unemployment and crime, as well as the growing numbers on welfare rolls, has drawn attention to the seriousness of the problems of these under-educated workers. For too many, the lack of an adequate education has become a trap into which they were pushed and from which they find escape impossible. There was a time when unskilled labor was in demand and anyone could drop out of school and easily find work. But, for several reasons, these people

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[2]Francis A. Gregory, "People We Are Worried About: The Under-educated Man," Focus on Public School Adult Education, National Association for Public School Adult Education, Washington, D.C., 1964, p. 80.

are no longer considered a boon to the national economy. One reason is that the demand for educated workers is growing every year. By the 1960's, it was acknowledged that the rapid spread of technological know-how was outpacing our human skills as well as our social attitudes. Automation, space exploration, and new advances in science and technology have made it imperative that the nation's work force be better educated and more highly skilled. A second reason is that the supply of young educated workers is increasing rapidly. Although we know that as many as seven and one-half million of these will not have completed high school, this army of young workers will bring with it more education than any group of young workers before. This is threatening the position of the under-educated worker. Once out of work, he finds the job market more and more restrictive.

These restrictions have an historical base in fact. The American industrial scene has undergone some very dramatic changes. Americans are no longer making their living in the same way they did in 1900 when the backbone of our economy was agriculture. During that time, three-fourths of the nation's workers were employed in occupations which produced physical goods. The succeeding years have brought a shift from goods-producing to service-producing industries. Provocative changes in the composition of our labor force has been the result. In 1900, the work force was characteristically blue collar. Two workers out of every three were employed in manual-type labor, one on the

farm and one in industry. In 1956, the balance had swung to the white collar jobs. By 1962, there were 29 million white collar workers in the nation as opposed to 24 million blue collar workers. Drastic changes also occurred in the area of farm work. The percentage of farm workers dropped from 38 per cent in 1900 to 6 per cent in 1960. The percentage of non-farm laborers fell from one in eight to one in twenty in the work force.[3] This is indicative of the definite trend away from manual to technical occupations. Occupations which have traditionally absorbed the under-educated worker are steadily diminishing and are expected to become obsolete.

> The recent trend in employment opportunities indicates that fewer and fewer completely unskilled workers will be able to obtain jobs in the decade ahead. Employers will want skilled workers. If present trends continue, professional workers will be in heavy demand. White collar jobs will grow at a more rapid rate than will blue collar jobs and it is quite clear...there will be little demand for unskilled workers - the slow learners and the high school dropouts who constitute major problems in the large city slums.[4]

The high school diploma has become the credential for employment and those in hiring positions are using it as a screening device even where the job does not require it. This may be a consequence of

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[3] Ibid., p. 78.

[4] James B. Conant, Slums and Suburbs, The New American Library, Inc., New York, New York, 1961, p. 47.

the situation which Miller has dubbed "credentialism."[5] The diploma has become the union card and people are judged on the basis of their credentials rather than on the basis of performance. The dropout is often worse off than the graduate because employers have learned to believe that a lack of the high school credential equates inferiority. It is not always the lack of what this "union card" is supposed to signify that is detrimental, but simply the lack of the credential itself. Employers want their people to have enough education to be retrainable, and it has been assumed that persons without at least high school behind them cannot learn new skills quickly enough.[6] This has been an important factor even though it has not been proven in fact.

Greene believes that the problem is largely economic.[7] Since it is impossible to absorb all of our young people into the labor force, industry needs some criterion for its hiring decisions. He hypothesizes that using the high school diploma as criterion provides a plausible excuse for turning away lower-class applicants.

The economic consequences of low scholastic achievement and

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[5]S. M. Miller, "The Outlook of Working Class Youth," Blue Collar World: Studies of the American Worker, Englewood Cliffs, New Jersey: Prentice-Hall, 1964, pp. 122-133.

[6]D. S. Arbuckle, "Counseling and Dropouts, General Considerations," Guidance and the High School Dropout, Washington: NEA, 1968, pp. 176-192.

[7]B. I. Greene, "Continuing Education and the High School Dropout," Adult Education, 1962, 12: pp. 76-83.

dropping out are unfortunate for both the individual and society. In a study of all employed males in the age group 35-54 who had completed less than eight years of elementary school, 92 per cent earned less than $6,000 per year. Of these graduating from high school, only 20 per cent of college graduates had incomes below this level. Employed workers with an 8th grade education or less have 65 per cent of their incomes between $1,000 and $1,500 while 61 per cent of the incomes fall between $1,500 and $2,500.[8]

A report by the U. S. Bureau of the Census for the year 1968 showed that the annual mean income of employed males 25 years old and over with less than eight years of elementary school was $3,981. Of these graduating from high school, the annual mean income for the year 1968 was $8,148, or about twice as much as the group with less than eight years of elementary school.[9]

Another real cost of under-education may not be in dollars and cents, but in human waste, not only the waste of the under-educated himself, but all too often the waste of his children. Under-education tends to be self-perpetuating. Much work has been done in the area of parental attitudes toward school and their effect on the child's

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[8]U. S. Bureau of the Census, Statistical Abstract of the U. S. 1957. U. S. Department of Commerce, Bureau of the Census.

[9]U. S. Bureau of the Census, Statistical Abstract of the U. S. 1972, 93rd Annual Edition, U. S. Department of Commerce, Bureau of the Census.

academic progress. It has been found that the support and guidance a youngster receives in his home and in school help to determine his future. The literature is replete with statistics which show that the child's educational attainment is highly correlated to that of his parents. This pattern would seem to reflect the belief that it is the product of attitudes which the parents convey to their children, consciously or otherwise. These facts suggest that the intellectual and academic environment of the home can create either a positive or negative attitude toward school.

All too often, these parents are unimpressed with the value of education and "book-learning." Consequently, children from such a background find it difficult to accept that the school has anything to offer them, so, they drop out. Studies show that children whose parents are unemployed, or employed in unskilled or semi-skilled work, drop out of school in greater proportions than those whose parents are employed in professional, managerial, or clerical work.

Studies done by Nachman and others found that almost 70 per cent of the mothers and fathers of dropouts were themselves dropouts.[10] The Los Angeles Study found that almost one-fourth of the parents of dropouts encouraged their children to drop out, and another

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[10]Leonard R. Nachman & others, Pilot Study of Ohio High School Dropouts, 1961-1962, Ohio State Department of Education, 1962, p. 56.

one-fourth were indifferent. Fewer than one-half of the parents of dropouts encouraged their children to remain in school.[11]

Those who are under-educated are thought to be low in self-esteem and high in negative effective states such as depression and resentment. Coopersmith defines self-esteem as "...a personal judgement of worthiness that is expressed in the attitude the individual holds toward himself.[12] Rosenberg uses similar terminology;

> When we speak of high self-esteem, we shall simply mean that the individual respects himself, considers himself worthy.... Low self-esteem, on the other hand, implies self-rejection, self-dissatisfaction, self-contempt.[13]

This is not difficult to understand since most have experienced failure time after time. They often feel that no one is interested in them or their problems, and they allow these perceptions to downgrade their self-image thereby contributing to a vicious cycle of further failure, non-participation, and general social withdrawal. Those who lack an education extending beyond elementary school are deprived of many opportunities for personal development and participation in community affairs.

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[11]Los Angeles City School District, Dropouts vs. Graduates, Report No. 266, The District, 1965.

[12]S. Coopersmith, The Antecedents of Self-Esteem, San Francisco: W. H. Freeman and Company, 1967, p. 5.

[13]W. M. Rosenberg, Society and the Adolescent Self-Image, Princeton: Princeton University Press, 1965, p. 31.

The Modesto Study examined these relationships and reported that there were differences at the one per cent level between self-concepts of dropouts and graduates.[14]

Although it remains unresolved and continues to be looked upon as a national problem of serious dimensions, the evidence suggests we have made some progress. The federal government has accepted an increased responsibility to assist the under-educated adults. To help combat the problem, the federal government embarked on a large-scale drive expressly developed for adults who lacked the high school credential. New and more comprehensive programs emerged and were encouraged by both the state and federal governmental agencies. Among these were the Manpower Retraining Program and the Job Corps, as well as the work-study provision of the Vocational Education Act[15] which was designed to help keep the potential dropout in school longer. Through these programs, the government assumed the

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[14]P. M. Whitmore and F. W. Chapman, Dropout Incidence and Significance at Modesto High Schools 1964-1965, Modesto, California, 1965.

[15]The myriad of federal programs legislated since 1964-such as Job Corp Program, the Manpower Development Training Act, the Adult Education Act of 1966, and many projects under the Economic Opportunity Program have included in their design facets directed toward upgrading literacy and vocational skills of out-of-school youth and adults.

The legislation focused on assisting to reduce their dependence on others and to enable them to meet their adult responsibility more adequately.

responsibility for retraining scores of unemployed Americans. The underlying assumption of these efforts has been that once graduated, these adults will be more successful in making a living and be able to participate more actively in the affairs of their communities. It is in the interest of our national welfare that the unused talents of all our citizens be developed in order to help them become more effective, fruitful individuals.

Despite an unprecedented amount of interest and concern, not only from educators, but from legislators and industrial leaders as well, we have little empirical evidence on the effects of the high school diploma on the lives of those adults who have earned one.

The data obtained in this study may help the educators of the Mott Adult High School, and other adult high school educators, to plan more effectively for the continuing education of their adult clientele.

Legislators who make state and national policy may find information in this study to support the allocation of additional state and federal funds for adult education.

Hypotheses

The following hypotheses were tested:

Hypothesis 1. The graduate's perception of his self-concept will be more positive after graduation than before.

Hypothesis 2. As a result of completing adult high school, the graduate perceives himself to have developed a more positive attitude toward education.

Hypothesis 3. As a result of completing adult high school, the graduate perceives himself to have become more actively involved in community activities.

Hypothesis 4. The earning of a high school diploma in adult high school makes a significant difference in the graduate's occupation in terms of gaining a higher status position and obtaining a substantial increase in salary.

Two other issues related to this problem were explored in this study.

1. What forces, as identified by students, motivate some adults to return to adult high school for a diploma?
2. What changes, as identified by students, are needed to improve diploma completion programs?

Definition of Terms

The following terms have been defined in relation to their use within the context of this study.

Adult Education - The term adult education refers to all educational opportunities provided for adults beyond compulsory school age in continuing adult education programs.

Adult Education Program - The term adult education program refers to any activity that is part of a systematic, planned, instructional program for adults.

Adult High School - The term adult high school refers to high schools which provide continuing adult education programs solely for adults beyond the compulsory school age.

Under-Educated - The term under-educated refers to those people who have an elementary education but not a high school education and who, although literate, lack the educational qualifications for competing in today's labor market.

Credential - The term credential refers to a high school diploma.

Delimitations

Much of this study examines the perceptions of the graduate. The time that has passed since the respondent began working toward high school completion in adult high school will affect the accuracy of the graduate's perceptions.

Another delimitation is that the adults who comprised the group being studied were persons who received their high school diplomas between 1962 and 1973 from the Mott Adult High School in Flint, Michigan. Although many of the graduates still live in the Flint area, a large proportion of the earlier graduates have left the area and could not be contacted.

The conclusions made on the basis of the data in this study pertain to the particular population studied.

Methodology

Sample

The Mott Adult High School in Flint, Michigan has been selected as the site for this study. Among the variety of course offerings, educational opportunities are extended to any adult or out of school youth sixteen years or older seeking a high school diploma. The program consists of two semesters of work per year with each semester a minimum of fifteen weeks in duration. Morning, afternoon, evening, as well as Saturday morning classes, are scheduled throughout the week. Depending on an individual's situation, a student may elect one to four courses each semester. A Carnegie half-unit is given for each one term course.

For this study, a random sample of graduates encompassing the years 1962-1973, inclusive, yielded the names of 530 people. Each of these graduates were asked, by mail, to participate in the study and complete a questionnaire designed especially for this study. One week after the date set for the return of the questionnaires, a follow-up contact by mail was made. Several additional follow-ups were planned until it became evident that no further questionnaires would be received. The data was then compiled and treated statistically.

Instrumentation

Available questionnaires and survey instruments did not contain appropriate items concerning four major areas investigated by this author. Therefore, it became necessary for the writer to originate a questionnaire containing pertinent and discriminating items pertaining to the desired values. In the process, a number of existing scales were investigated and the appropriate elements of these scales were adopted to formulate a new instrument.

The actual construction of the questionnaire proceeded with the help of the research staff at The University of Michigan.

Items were selected according to specific content and studied to determine which would best obtain the necessary data. This process of elimination continued until a basic set of questions was formulated. The instrument was then administered to several adults currently enrolled in the program at the Mott Adult High School in Flint.

The final questionnaire (See Appendix C) consists of four distinct kinds of questions; 1) demographic and background; 2) participation in community activities; 3) self-concept; and, 4) attitude toward education. The completed questionnaire was then re-distributed to the research staff, cited earlier, for field testing purposes.

Summary

This study was designed to examine the perceived effects that the attainment of a high school diploma has on the self-concept, attitude toward education, involvement in community activities, and occupation of the graduate. Little empirical evidence has been available regarding the effect of completing a high school diploma on the graduate. It is hoped that this study will make a contribution to the needed research in this phase of adult education.

Related literature will be reviewed in Chapter II. Chapter III will contain a report of the findings and Chapter IV will consist of a summary, conclusions, implications, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

A search of the literature indicates that the field of adult education has not been noted for recurrent, systematic research studies which either delineate the field or give insight into aspects of adult education particularly relevant to adult education conducted in the public schools.

The respondents in this study dropped out of high school and failed to earn a high school diploma on schedule, but returned at a later date to get the diploma. In view of this, it seemed appropriate that the literature selected for this chapter should deal with problems of the high school dropout and his/her subsequent relationship to adult education.

In spite of concerted efforts to increase the school's holding power, the fact remains that one out of four persons in America fails to earn a high school diploma.[16] Who are these students? What forces conspire to encourage their dropping out? What happens to the typical

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[16]Robert E. Finch. "Public Schools," Handbook of Adult Education, Washington, D. C., Adult Education Association of the USA, 1970.

person who enters the labor force with competency less than a high school diploma?

Dropouts often become the clientele for adult education programs. The literature in this chapter will be examined and an effort will be made to gain some insight into the problems of the dropouts and their implications for adult education.

Most dropping out occurs in the tenth grade. Fifty-three per cent of the typical studies show dropouts to be primarily male and just past sixteen years of age.[17] Scholastically, the dropout is in the lower quarter of the class and school achievement is usually below that of his measured potential. He has been retained one or more times in his school career, thus making him slightly older for his class. While in school, the dropout shows little interest in extra-curricular activities as evidenced by his low level of participation. His parents and siblings are typically school dropouts themselves, as are the out-of-school friends with whom he associates.

A comprehensive list which cites reasons for early withdrawal was prepared by the Michigan Committee on School Holding Power. The findings of this committee identified the following predictors for leaving school: 1) consistent failure to achieve in regular school work and performance usually below potential; 2) grade placement usually

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[17]U. S. Department of Labor, Worth of Education, Youth Employment, The Department, 1964.

two or more years below average for the grade; 3) irregular attendance and frequent tardiness; 4) discipline problems as demonstrated by active antagonism toward school administrators and teachers; 5) a severe marked disinterest toward school coupled with the feeling of not belonging; 6) low scholastic aptitude; 7) low reading ability; 8) frequent changing of schools; 9) non-acceptance by school staff as well as peers; 10) friends who are either much younger or older; 11) family situations; 12) non-participation in extra-curricular activities; and, 13) serious physical or emotional handicaps.[18]

There is no simple set of answers why some students leave, although it does appear that dislike for school and a lack of commitment to socially accepted goals drive a large majority to make the final decision not to return.

Academic Ability of the Dropout

The studies dealing with the scholastic ability of the high school dropout are numerous and appear to be somewhat contradictory. Too often, parents, teachers, and society in general hold misconceptions about dropouts that have no basis in fact. One of these areas seems to be the notion that dropouts, as a group, are basically unintelligent. While, as a group, dropouts will have a lower measured academic intelligence, many who leave school, however, are among the brightest

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[18]W. H. McCreary and D. E. Kitch. Now Hear Youth, California State Department of Education, 1963, p. 5-6.

in the class. A comparison of the academic aptitudes of the dropouts with the stay-ins or graduates, as determined in the Illinois Dropout Study, substantiates this finding.[19] Over three times as many male dropouts were found in the bottom tenth of academic achievement scores as male graduates. Yet, a surprising fourteen per cent of the dropouts were found in the top thirty per cent of academic aptitudes.

The findings of Warner show that only 8.2 per cent of the 21,497 students measured had intelligence of less than 80; 14.5 per cent fell within the 80-90 range; 46.5 per cent scored between 90-109; and, approximately 30.7 per cent scored at a level of 110 or higher.[20]

While some studies show that intelligence is not particularly different, others indicate that low academic aptitude is a common characteristic of the potential dropout. The following studies examined data and offered conclusions to substantiate this.

A 1960 study in seven communities found that three times as many dropouts as graduates had intelligence under eighty-five and that nearly three times as many graduates as dropouts had intelligence of 110 or over.[21]

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[19]Robert H. Zeller, Lowering the Odds on Student Dropouts, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1966.

[20]W. Lloyd Warner, Ability and High School Dropouts, New York, Harper and Brothers, 1941.

[21]U. S. Department of Labor, School and Early Employment of Youth, Bulletin 1277, GPO, 1960, 89p.

Woollatt reported that in the New York State Holding Power Project 12.1 per cent of the dropouts had intelligence of 110 and above, and 30.4 per cent had intelligence below ninety.[22] Bowman and Matthews found a range of sixty to 115 in intelligence with a mean of 83.1, and they found that seventy-five per cent of the dropouts fall in the lower half of the distribution of intelligence scores.[23]

The Los Angeles City School District found that whereas thirty-four per cent of the graduates had intelligence of 108 or above, only ten per cent of the dropouts were in this range. Yet, 50.9 per cent of the dropouts had intelligence of ninety or above. Sixty per cent of the dropouts in Orange County, California and sixty-nine per cent of the dropouts in Modesto, California had intelligence above ninety.[24]

From this data, it would seem safe to conclude that at least one half of all dropouts have the intelligence to complete a high school education and to reap some of the inherent benefits. Approximately ten per cent could not only graduate from high school, but have enough

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[22]Lorne H. Woollatt, "Why Capable Students Drop Out of High School," Bureau of National Association of Secondary School Principals, 45:1-8, 1961.

[23]Paul H. Bowman and Charles V. Matthews, Motivation of Youths for Leaving School, U.S.O.E. Cooperative Research Project No. 200, University of Chicago Press, 1960, 137p.

[24]P. M. Whitmore and P. W. Chapman. "Dropout Incidence and Significance at Modesto High Schools 1964-1965," Modesto, California, 1965; McCreary and Kitch, information corresponding to that given for Whitmore and Chapman.

ability to successfully pursue further study at the college level.

The only area of academic endeavor in which the dropout scored significantly lower was reading. Nachman found that 75.4 per cent of the dropouts for whom reading test information was available scored below the median for their grade level; 53.4 per cent were in the bottom quartile.[25]

The most provocative study done in the area of reading ability was by Penningroth.[26] Selected characteristics of disabled readers who dropped out of school and those who graduated were studied. Both groups were matched in reading scores earned in the ninth grade, intelligence, attitudes toward parents, teachers, and peers, etc. The findings showed no significant differences between the two groups in either reading ability or intelligence. The one variable which did come to light, however, was the marked difference in their primary school experience. The retarded junior high readers who successfully finished high school had been significantly better readers in the early grades than the dropouts. While the subsequent graduate had had an early school experience that was successful, the dropout's early experience in school had been plagued by failure.

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[25]Leonard R. Nachman and others, Pilot Study of Ohio High School Dropouts, 1961-1962, Ohio State Department of Education, 1963, p. 56.

[26]M. P. Penningroth, "A Study of Selected Characteristics of Disabled Readers in the Ninth Grade of a Large Urban Population in Georgia," Doctoral Dissertation: University of Georgia, 1963.

A look at many educational studies has made it clear that dropping out is a complex problem to which there is no easy solution. However, from these studies an important inference can be drawn - people who are successful in school rarely leave before graduation. The high school dropout is usually one who has failed in his general school adjustment. This failure is not necessarily a matter of specific learning disability, but of an educational disability which cannot be attributed simply to limited mental ability.

Comparisons of stay-ins and dropouts yields a wide range of intelligence for both groups showing that there are students of lower intellectual ability who manage to complete high school, just as there are those with above average ability who leave prior to completion. In most statistical analyses, results indicate that more than half of the dropouts have at least average intelligence. This half obviously possesses the mental ability to successfully meet the demands of a high school curriculum whether in regular school or in adult high school. Based on this, it is evident that factors other than intelligence must account for the premature departure of this group of students. Among the forces bearing a direct relationship to dropping out has been the interplay of environment as well as family background and parental attitudes toward education. A study of the following data will give some insight into the dynamics of this phenomenon.

Family Background of the Dropout

Educators readily admit that students are pushed out by schools when the schools fail to meet the needs of these dropout-prone individuals. However, we must recognize that they are also pulled out by other forces, the most important of these forces being the orientation of the family.

Child psychologists indicate that behavior patterns are established primarily by early experience in the family setting. Since the child spends his first five to seven years of life in the home before coming to school, his attitudes toward school and other institutions are first shaped by the family. One major influence separating the school successes from the school failures may well be what Hollingshead has termed the "family culture." He states that a poorer family heritage and/or lack of training in the home leads directly to a significantly poorer adjustment on the part of the children to school in particular and to life in general.[27]

The educational level of parents of dropouts has been found to also be a significant factor. It was found in the Maryland Study that seventy-eight per cent of the mothers and eighty per cent of the fathers of dropouts had themselves never finished high school. Also, twenty-five per cent of the mothers and thirty per cent of the fathers had never

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[27]A. B. Hollingshead. Elmtown's Youth, New York: Wiley and Sons, 1949.

gotten beyond the sixth grade.[28]

Bledsoe found an almost perfect inverse ratio between parents' educational level and percentage of dropouts. He found that these students whose parents had had some college education did not drop out; those whose parents had completed high school dropped out to the smallest extent; next ranked those with parents with one to three years of high school, then those with parents with eight years of school, and then those with parents with one to four years of school. Parents who had had five or six years of schooling had the largest proportion of dropouts among their children.[29]

Gillingham found that among the droputs in Dade County, sixty-nine per cent had parents who were dropouts, but that among graduates only thirty-sever per cent of the parents had fewer than twelve years of schooling.[30]

Much has been done in the area of parental attitudes toward school and their effect on the child's academic progress. Allen provides statistics to show that the child's educational attinment is highly correlated to that of his parents, and that siblings within the same

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[28]Maryland State Department of Education, Our Dropouts: What Can Schools Do?, The Department, 1963, p. 48.

[29]Joseph C. Bledsoe, "An Investigation of Six Correlates of Student Withdrawal from High School," Journal of Educational Research, 53:3-6, 1959.

family tend to leave school at about the same age or level.[31] This pattern would seem to reflect the belief that it is the product of attitudes which the parents convey to their children, consciously or unconsciously.

After examining environmental factors on educational achievement, Dave concluded that even more important than the home's social status characteristics are the parents' activities and the influences which they bring to bear on their children. Factor analysis of his data yielded the following variables: 1) parental pressures to achieve in school; 2) language models in the home; 3) academic guidance provided in the home; 4) stimulation to explore various aspects of the larger environment; 5) intellectual interests and activities in the home; and, 6) work habits emphasized in the home.[32] These factors suggest that the intellectual and academic environment of the home can create either a positive or negative attitude toward school.

This point is supported by the work of Cervantes who compared the family lives of graduates with those of dropouts. It was found that the dropout is usually reared in a family which has less solidarity, less primary relatedness, and less parental influence than does the graduate's family. Eighty-one per cent of the dropouts' families had inadequate

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[31]C. M. Allen, Combating the Dropout Problem, Chicago: Science Research Associates, 1956.

[32]R. H. Dave, "The Identification and Measurement of Environmental Process Variables That Are Related to Educational Achievement," Unpublished doctoral dissertation, University of Chicago, 1963.

intercommunication, while eighty per cent of the graduates' families had adequate communication; seventy-nine per cent of the dropouts felt rejected by their families while eighty-four per cent of the graduates felt understood and accepted by their families; sixty-two per cent of the dropouts were unhappy in their homes, while sixty-four per cent of the graduates experienced happy home lives.[33]

It is obvious from the research above that there are common elements in the family background of the dropout and that the family environment constitutes a strong force in determining the direction the dropout will take. In attempting to cope with the dropout problem, it is advisable that schools not only concentrate on working closely with the school-age youngster, but also with the members of his family through adult education programs.

Effects of Dropping Out

Dropping out of high school before graduation has many far-reaching ramifications. The consequences of minimal schooling are: 1) lower earning capacity; 2) higher rates of unemployment; 3) more dependence on public welfare; and, 4) insufficient literary skills for vocational training and retraining.

Recent studies indicate that persons with low educational attainment have great difficulty in meeting the economic and social needs of

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[33]Lucius F. Cervantes, The Dropout - Causes and Cures, The University of Michigan Press, Ann Arbor, 1965.

modern society. Their adaptability to changing requirements for employment has been found to be more limited. Brooks reported in the Chicago study that these dropouts cannot avoid unemployment and dependency.[34]

A force which contributes to the dropout being rejected by potential employers is his lack of vocational skills. He becomes a misfit in the computer-precise, machine-oriented, communication-saturated society. His interrupted education makes him inadequate to qualify for available jobs. He is in no position to bargain for himself and has little chance to develop himself within an expanding socio-economic sphere.

The amount of formal schooling a person has received is a major determinant of his occupational group. In 1960, sixty per cent of the college graduates were in professional and technical fields and about twenty per cent were managers, officials, or proprietors. Those with some high school, but lacking four completed years, and men who finished elementary school, but who did not go on to high school, were most likely to have become operatives or craftsmen. Those with lesser amounts of education were most usually found - when employed at all - in farm service and in unskilled laboring jobs.[35]

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[34]Deton J. Brooks, Jr., A Study to Determine the Literacy Level of Able-Bodied Persons Receiving Public Assistance, Cook County Department of Public Aid, Chicago, 1962, 166 pp.

[35]U. S. Department of Labor, op. cit.

In Orange County, California, only fifty per cent of the 427 dropouts had found work at full and part-time jobs. Most of these were described as menial, such as baby sitting, lawn mowing, and car washing.[36]

Several studies indicate that at least fifty per cent of the dropouts are, and remain, unemployed up to a year following their departure from school. For those who are not fortunate enough to become gainfully employed, the picture is more distressing. This group of about 350,000 has often been out of work for such a long period of time that they have ceased to be included in the list of unemployed since they no longer actively seek work.

The Detroit High School Leaver Project studied dropouts and stay-ins located in those areas of Detroit with heavy concentrations of non-whites. Here, it was found that over seventy per cent had never received a diploma, and fifty per cent of the families had incomes of under $3,000 annually.[37]

An article entitled "Worth of Education, Youth Employment" substantiates the above reported findings and agrees that the positive correlation between the number of years of schooling and employment

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[36]McCreary and Kitch, op. cit.

[37]N. Barcus, The Detroit High School Leaver Project, Washington: U. S. Department of Labor, Bureau of Employment Security, October, 1964.

to life income exists.[38] This report stated that the average lifetime earnings of males were $149,687 for graduates of elementary school while the lifetime earnings of those graduating from high school were found to be $215,487. The $65,000 lifetime differential could be meaningful in raising the standard of living for the family in terms of the type of food, clothing and housing which can be provided. This differential could also enhance the dropouts self-esteem and self-concept. Since he feels that he is a participating, contributing member of society, he is not as apt to become alienated.

Jencks; however, submits findings that conflict with the above information. In his study, schooling does not rank as the most influential factor in determing lifetime earnings. His conclusions do support the notion that it is better to remain in school than to drop out.[39]

Most of the evidence indicates that problems of unemployment as well as low earning power often cause the dropout to become a "drag" on society. The time has come when we can no longer neglect to make use of the vast resources inherent in the large group of uneducated adults found in our population. To the high school dropout, regardless of age, adult education can represent a second chance at an opportunity

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[38]U. S. Department of Labor, op. cit.

[39]Christopher Jencks, Inequality: A Reassessment of the Effect of Family and Schooling in America, New York, Basic Books, 1972.

missed; an opportunity to complete diploma requirements or simply to acquire a marketable skill enabling him to compete more favorably in the world of work. It is in the interest of their own individual well-being, as well as in the interest of our national welfare, that the unused talents of all our citizens be developed.

Definition, Purposes and Functions of Adult Education

A definition for adult education has been elusive since there doesn't seem to be one that has been universally accepted. Rochte examined many technical definitions and found general agreement that adult education is characterized by being: 1) voluntary on the part of the learner; 2) part-time; 3) under organized auspices; and, 4) for persons beyond compulsory school age.[40]

Discussion of purposes and functions has occupied a prominent place in the literature during the past two decades. Maaske, in 1949, described the purposes of adult education as educating adults for world citizenship, social and technological changes, creative diversions, and family living, and as a means for providing better education for special groups such as the illiterate adult.[41]

The purpose of the Davenport, Iowa Adult High School is representative of the statements of purpose used by many school districts in

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[40]Newton Rochte, "A State Program of Tax Supported Adult Education in Ohio," Doctor's Thesis: Ohio State University, 1950.

[41]Roben J. Maaske, "Needs in Adult Education Today," School Scoiety, 69:9-11, 1949.

the United States: 1) to provide opportunities for adults to complete their high school education and receive a regular high school diploma; 2) to provide opportunities for adults to complete requirements and to enter technical schools, colleges and universities, and to meet employment prerequisites; 3) to provide opportunities for persons presently enrolled in high school to make up deficiencies or to enroll in courses that are not included in the day school curriculum; and, 4) to provide the opportunity for persons who have already graduated from high school, but wish to take additional post-graduate courses for personal satisfaction, for worthy use of leisure time, or to increase competency in job or profession.[42]

In 1936, Bryson identified the functions of adult education as remedial, occupational, relational, liberal and political.[43] A symposium of thirteen authors in the August, 1942 issue of Adult Education Bulletin named vocational efficiency, vocational security, home and family, life education, civic participation, and self-realization as the chief functions.[44]

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[42]Davenport Community Schools, The Adult Evening High School Handbook, Davenport, Iowa, 2965, p. 1. (Mimeographed)

[43]Lyman Bryson, Adult Education, American Book Company, 1936, p. 208.

[44]M. L. Wilson, "Why Adult Education," Adult Education Bulletin, 6:164-180, 1942.

Although the purposes of adult education have received varying priorities, we can conclude that the major thrust of adult education has been directed at the improvement of the clientele toward a richer, fuller existence in a democratic society.

Profile of the Adult Learner

The typical American adult student has been difficult to define because adults are identified by unique backgrounds. Also, there is nothing inherently constant about age, sex, marital status, educational level, or occupational range of the adult students. In his study with Rivera, Johnstone presents a picture of the adult learner:

> The participant is just as often a woman as a man, is typically under forty, has completed high school or better, enjoys an above average income, works full-time and most often in a while-collar occupation, is typically white and Protestant, is married and a parent, lives in an urbanized area (more likely in the suburbs than in the large city), and is found in all parts of the country, but more frequently on the West Coast than would be expected by chance.[45]

The reasons for adults continuing their studies would appear to be extremely varied. They range from the individual who attends school to learn to write his name to those of an individual who goes to school to learn how to invest wisely for retirement.

Grace asked about 3,000 adult students in the Cleveland Public School System why they had decided to continue their education. The

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[45]John W. C. Johnstone and Ramen J. Rivera, Volunteers for Learning: A Study of the Educational Pursuits of American Adults, Chicago, Illinois: Aldine, 1965.

replies, in order of frequency, were: 1) to achieve general self-improvement; 2) to prepare for a better position; 3) to learn English; 4) to acquire a specific skill; 5) to improve their English; 6) to learn a trade; 7) to earn a high school diploma; 8) to keep up with the times; 9) to become a better citizen; and, 10) to understand the cultural background of some specific civilization.[46]

Nicholson, studying the motivations of more than 5,000 persons enrolled in part-time or evening schools, trade and business schools, and day colleges, concluded that educational motives differ among age levels. Vocational objectives appealed more to persons between the ages of twenty and forty than to younger or older individuals. As a rule, older students were more interested in cultural and recreational purposes. Whereas mental stimulation was the end goal of more women than men, it appealed to the more mature student of either sex. Married men, more than single men, were found to be more affected by the occupational-economic drive.[47]

Cyril O. Houle investigated a small, but highly select sample of adults who seek adult learning. He classified twenty-two cases which he studied in depth into one of three categories: 1) the goal oriented;

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[46]Alonzo Grace, The Mental Ability of Adults as Related to Adult Interests, Needs and Activities, Board of Education, Cleveland, Ohio, 1930, p. 213.

[47]D. Nicholson, Why Adults Attend School - An Analysis of Motivating Factors, University of Missouri Bulletin, LVI, 1956.

2) the learning oriented; and, 3) the activity oriented. He found that the goal-oriented adult has one or more specific objectives he wants to attain through adult education programs - credit for a class, learning to type, a certificate, etc. The learning-oriented adults are motivated by a desire to know and seek learning for its own sake, while the activity-oriented adult is more interested in the activity and social aspects of the program.[48]

Understanding the intimate connection between motivation and education is crucial for the achievement of adult education goals. In social psychological terms, for each individual the learning process proceeds selectively in the context of motivational forces.

Enrollment in Adult Education

Due to the breadth and diversity of the field, it is difficult to gather reliable figures on the enrollment in adult education. The U.S. Census Bureau estimated that about two million were enrolled in such activities in 1957. Knowles cites a U.S. Office of Education study that projected 4.4 million enrolled in 1958.[49] The Johnstone and Rivera estimate is 1.7 million enrolled for the category "Elementary

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[48]Cyril O. Houle, "Back to New Francisco," Adult Leadership XV, February, 1967, pp. 16-30.

[49]Malcolm S. Knowles, The Adult Education Movement in the United States, New York: Holt, Rinehart and Winston, 1962.

and High School.[50] The 1969 Public School Adult Education Almanac verified 3.7 million persons definitely in attendance, and James Dorland, of the National Association of Public Continuing and Adult Education, called this figure conservative.[51]

Hathaway found that fifty-two per cent of the high school programs were in the 278 United States school districts with 12,000 or more elementary and secondary enrollment. The balance of the adult high school were sprinkled throughout the more than 20,000 remaining school districts.[52] This study indicates that school districts which operate strictly adult secondary school programs comprise a very small proportion of the schools in the United States.

Enrollment in full and part-time adult education programs seems to have climbed steadily. In many communities throughout the country, adult education has become the third dimension of public education.

An examination of existing research in adult education indicates that although several significant studies have been done in the field, there appears to be a lack of structure and theory which could be the basis for integrating the research. It seems safe to conclude that more

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[50]Johnstone and Rivera, op. cit.

[51]James R. Dorland and Gaye Barber, compilers. Public School Adult Program Study, Washington, D. C., National Association for Public School Adult Education, 1967.

[52]William R. Hathaway, "The High School Diploma Programs in Public High Schools," Unpublished doctoral dissertation, University of California, Los Angeles, California, 1964, p. 95.

rigorous research is needed both on quantity and quality. Kreitlow suggests that until we can pinpoint more definitely what adult education really is, it may be necessary to borrow research from other disciplines in an effort to make adult education a more efficient vehicle for helping people to help themselves.[53]

Summary

This chapter has attempted to bring together the research and related literature that would help facilitate a better understanding of the adult learner.

There has been a tendency to equate the dropout with low scholastic ability. Although it has been demonstrated that the dropout's reading ability is generally low, his overall academic ability is sufficient to allow him to complete high school. Therefore, it must be assumed that other factors play an influential role in forcing the dropout to leave school prematurely. Among these factors is the educational level attained by the dropout's parents. Studies show that a positive correlation exists between the educational level obtained by the parents and the subsequent dropping out of their children. Parental attitudes toward school also play an important role.

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[53]Burton W. Kreitlow, "Research in Adult Education," Handbook of Adult Education, Washington, D. C., 1960, p. 115.

It has been demonstrated that dropping out of high school has far-reaching economic ramifications. Minimal schooling results in lower earning capacity, higher rates of unemployment, and more dependence on public welfare.

To the high school dropout, regardless of age, adult education can represent a second chance to become a useful, contributing and self-sufficient member of society. To this end, adults are attending adult high school for reasons that range from acquiring basic skills in literacy to vocational retraining to high school completion. Adult education appears to be developing into the third dimension of public education.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

The problem of investigating the impact of the adult high school diploma on the graduate was specified in four hypotheses and two related questions. The data relating to each of the four hypotheses and related questions were separately analyzed and are reported in this chapter. The chapter is divided into the following sections: 1) Sample - describes the selection of the sample for this study, the location, and the method of administering the questionnaire. In addition, an overview of the sample is provided by race, age, sex, marital status, level of education attained before attending adult high school, year of graduation from Mott Adult High School, and present occupation; 2) Testing of hypotheses - describes the respondents' perceptions of self-concept, attitude toward education, and participation in community activities before and after graduation from adult high school. Also included is a description of the respondents' change in occupation, if any, as a result of the adult high school diploma. A statistical treatment included the determination of the mean, standard deviation, minimums, maximums, T-score, and significance level; and, 3) Related questions - a

Chi-square treatment was performed on two questions posed for the respondents in connection with their motivation for returning to adult high school and their suggestions for improving the adult high school program.

Sample

A random sample of graduates attending the Mott Adult High School (Flint, Michigan) during the years 1962-1973 identified a sample of 530 people. This represented 25 per cent for each year studied. The graduates were invited, by mail, to participate in the study and complete a questionnaire designed especially for this study (See Appendix C). A follow-up contact by mail was made one week after the date set for the return of the questionnaire from those who had not responded. Two other follow-up contacts by mail were made to assure completion by as many as possible.

Approximately 175 questionnaires were returned for those individuals who had left the Flint area and for whom no forwarding address was available. Of the remaining 355 who were contacted, 45.3 per cent (161) returned the completed questionnaire. The following table provides a description of the sample by race, sex, and year of graduation from Mott Adult High School (See Table 3.1). A further description is provided in Table 3.2 which indicates the level of education attained by the sample before dropping out of school originally, and Table 3.3 descrives the sample by race and sex according to their present occupation. (See Table 3.2 and 3.3)

TABLE 3.1

NUMBER AND PER CENT OF GRADUATES STUDIED BY YEAR OF GRADUATION, RACE AND SEX

Year of Graduation	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. 1962	1	1.9	0	0	0	0	1	1.9	2	1.8	0	0	0	0	2	1.8
2. 1963	2	3.8	0	0	0	2	2	3.8	2	1.8	0	0	0	0	2	1.8
3. 1964	3	5.8	0	0	0	0	3	5.8	5	4.6	1	.9	0	0	6	5.5
4. 1965	2	3.8	1	1.9	0	0	3	3.8	3	2.8	1	.9	0	0	4	3.7
5. 1966	5	9.6	1	1.9	0	0	6	11.8	5	4.6	2	1.8	0	0	7	6.4
6. 1967	5	9.6	0	0	0	0	5	9.6	6	5.5	0	0	1	.9	7	6.4
7. 1968	3	5.8	0	0	0	0	3	5.8	9	8.3	0	0	0	0	9	8.3
8. 1969	6	11.6	0	0	0	0	6	11.6	8	7.3	0	0	0	0	8	7.3
9. 1970	2	3.8	1	1.9	0	0	3	5.8	13	11.9	3	2.8	0	0	16	14.7
10. 1971	8	15.4	0	0	1	1.9	9	17.3	13	11.9	3	2.8	0	0	16	14.7
11. 1972	3	5.8	2	3.8	0	0	5	9.6	9	8.3	3	2.8	1	.9	13	12.0
12. 1973	4	7.7	1	1.9	1	1.9	6	11.5	16	14.7	2	1.8	1	.9	19	17.4
Total	**44**	**84.7**	**6**	**11.5**	**2**	**3.8**	**52**	**100.0**	**91**	**83.5**	**15**	**13.8**	**3**	**2.7**	**109**	**100.0**

TABLE 3.2

LEVEL OF EDUCATION ATTAINED BY ADULT HIGH SCHOOL GRADUATES BY NUMBER, PER CENT, RACE, AND SEX PRIOR TO DROPPING OUT

Schooling	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	%	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Below grade five.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Between fifth and eighth grade.	0	0	1	1.9	0	0	1	1.9	6	5.6	2	1.9	0	0	8	7.4
3. Ninth grade.	5	9.6	3	5.8	0	0	8	15.4	9	8.3	2	1.9	1	.9	12	11.1
4. Tenth grade.	17	32.8	0	0	1	1.9	18	34.7	28	25.9	4	3.7	0	0	32	29.7
5. Eleventh grade.	20	38.5	2	3.8	1	1.9	23	44.2	44	40.7	5	4.6	2	1.9	51	47.2
6. Twelfth grade	2	3.8	0	0	0	0	2	3.8	3	2.8	2	1.9	0	0	5	4.6
Total	44	84.7	6	11.5	2	3.8	52	100.0	90	83.3	15	13.9	3	2.8	108	100.0

TABLE 3.3

PRESENT OCCUPATION, BY NUMBER, PER CENT, RACE & SEX OF ADULT HIGH SCHOOL GRADUATES

Occupation	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Factory Worker	4	46.2	4	7.7	1	1.9	29	55.8	4	3.7	4	3.7			8	7.4
2. Shop Foreman	1	1.9	2	3.8			3	5.8								
3. Clerical or Office Worker									13	12.0	3	2.8	1	.9	17	15.7
4. Sales Clerk or Door to Door Canvassing									2	1.9					2	1.9
5. Personal Service									1	.9	1	.9			2	1.8
6. Policeman, Fireman																
7. Camp Counselor, Y.M.C.A. Worker																
8. Social Work											1	.9			1	.9
9. Surveying, drafting																

TABLE 3.3 - Continued

Occupation	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
10. Farmer or Farmworker																
11. Auto or Real Estate Selling	1	1.9					1	1.9	1	.9					1	.9
12. Public Relations Work																
13. Small Business Owner									1	.9	1	.9			2	1.8
14. Professional	1	1.9					1	1.9	7	6.5	1	.9			8	7.4
15. Homemaker									40	37.2	2	1.9	1	.9	43	40.0
16. Unemployed	1	1.9					1	1.9	1	.9	1	.9			2	1.8
17. Other	16	30.9			1	1.9	17	32.8	20	18.6	1	.9	1	.9	22	20.4
Total	44	84.7	6	11.5	2	3.8	52	100.0	90	83.5	15	13.8	3	2.7	108	100.0

As indicated in Table 3.1, the greatest rate of response occurred for the years 1966-1973. The rate of response for the years 1962-1965 is comparatively small.

Table 3.2 shows that the largest percentage of male and female respondents had reached eleventh grade prior to dropping out of school. In terms of occupation, the largest percentage of male respondents (55.8 per cent) are factory workers and the largest percentage of female respondents (39.8 per cent) are homemakers.

Responses by the participants in this study to twenty-one of the 106 variables in the questionnaire provide the demographic and background information on the sample.

The initial step in classifying the data involved grouping responses according to the age, race, and sex of the respondents. The population was divided into age groups consisting of those from sixteen to twenty, twenty-one to thirty, thirty-one to forty, forty-one to fifty, fifty-one to sixty, and those over sixty-one years of age. The intent of this breakdown was to discern differences in responses that might be attributed to age, race, and sex. (See Table 3.4)

TABLE 3.4

NUMBER AND PER CENT OF GRADUATES FROM 1962-1973 BY AGE, RACE AND SEX

Age	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
16-20	1	1.9	0	—	0	—	1	1.9	4	3.7	0	—	0	—	4	3.7
21-30	17	32.7	2	3.8	1	1.9	20	38.5	33	30.3	8	7.3	2	1.8	43	39.4
31-40	15	28.9	3	5.8	1	1.9	19	36.5	28	25.6	3	2.8	1	0.9	32	29.4
41-50	8	15.4	1	1.9	0	—	9	17.3	16	14.7	3	2.8	0	—	19	17.4
51-60	3	5.8	0	—	0	—	3	5.8	6	5.5	1	0.9	0	—	4	6.4
61 +	0	—	0	—	0	—	0	—	4	3.7	0	—	0	—	4	3.7
Total	44	84.7	6	11.5	2	3.8	52	100.0	91	83.5	15	13.8	3	2.7	109	100.0

The data in Table 3.4 indicate that both female and male respondents were primarily in the twenty-one to forty age group. Sixty-one per cent of the males (32) in the twenty-one to forty age group were white, and 55.9 per cent of the females (61) in the twenty-one to forty age group were white. Also, 15.3 per cent (8) of the total number of male respondents in all age groups were black or of other races, and 16.5 per cent of all female respondents in all age groups were black or of other races.

A second classification was made by race, sex, and marital status, and a third classification by sex and ages of children, if any. The intention was to determine if a substantial number of female adult high school graduates had very young children (0-5 years of age). (See Table 3.5 and Table 3.6)

TABLE 3.5

NUMBER AND PER CENT OF GRADUATES FROM 1962-1973 BY RACE, SEX AND MARITAL STATUS

Marital Status	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Single	5	9.7	2	3.8	0	0	7	13.5	6	5.5	3	2.8	0	0	9	8.3
2. Married	39	75.0	3	5.8	2	3.8	44	84.6	74	67.8	7	6.4	2	1.8	83	76.0
3. Separated	0	0	0	0	0	0	0	0	2	1.8	2	1.8	0	0	4	3.7
4. Divorced	0	0	1	1.9	0	0	1	1.9	6	5.5	3	2.8	1	.9	10	9.2
5. Widowed	0	0	0	0	0	0	0	0	3	2.8	0	0	0	0	3	2.8
Total	44	84.7	6	11.5	2	3.8	52	100.0	91	83.4	15	13.8	3	2.8	109	100.0

TABLE 3. 6

NUMBER AND AGES OF CHILDREN, BY SEX OF GRADUATE

Ages of Children	MALE		FEMALE	
	Number	Percent	Number	Percent
1. 0-5 years	23	51.1	33	34.4
2. 6-11 years	10	22.2	29	30.2
3. 12-14 years	0	0	12	12.5
4. 15-18 years	3	6.7	5	5.2
5. Older than 18 years	9	20.0	16	17.7
Total	45	100	96	100

Tables 3.5 and 3.6 indicate that 84.6 per cent (44) of the male respondents and 76.1 per cent (83) of the female respondents were married. Of the total group of respondents, 34.4 per cent (33) of the females have children in the age group ranging from zero to five.

TESTING OF HYPOTHESES

Self-Concept

Hypothesis 1. Ho: There is no difference between the self-concept of graduates of adult high school before and after graduation as perceived by the graduates.

The measure of self-concept used in this study consists of sixteen items number one through sixteen on the questionnaire (See Appendix C). Only two of the items, "I do not feel that I have much to be proud of," and, "When I look back at my life, I feel that I missed out," did not significantly change. All other items on the questionnaire are significant at the .001 level of significance. It may be concluded that the respondents, previously high school dropouts, perceived themselves to have developed a significantly more positive self-concept and that they attribute this change to their completion of adult high school. (See Table 3.7) Therefore, the null hypothesis is rejected.

TABLE 3.7

PERCEPTIONS OF SELF-CONCEPT BEFORE AND AFTER HIGH SCHOOL GRADUATION

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. I can do things as well as most other people.	2.4025	1.1088	1.5220	.71011	-.88050	1.0754	-10.324	.001
2. I do not feel I have much to be proud of.	3.3734	1.3330	3.6266	1.6258	.25316	1.7152	1.8553	NS
3. I get the feeling that I am not part of things going on around me.	3.1698	1.2789	3.7170	1.3127	.54717	1.5979	4.3180	.001
4. I am satisfied with life.	2.9937	1.2514	2.3750	1.2118	-.61875	1.4181	-5.5192	.001
5. I worry about what other people think of me.	2.9623	1.3067	3.3333	1.3438	.37107	1.4865	3.1478	.001

TABLE 3.7 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
6. I feel my financial future looks good.	2.7000	1.1371	1.8563	.94401	-.84375	1.3249	-8.0556	.001
7. When I look back at my life, I feel I missed out.	2.8937	1.4213	3.2500	1.4053	.35625	1.5914	2.8316	NS
8. I do what I think is right no matter what others think of me.	2.1563	1.1898	1.7250	.99653	-.43125	1.0378	-5.2563	.001
9. My family is proud of me.	2.4437	1.1145	1.6125	.90413	-.83125	1.1559	-9.0964	.001
10. My friends ask my advice on things.	2.2848	.84531	1.8924	.73654	-.39241	.88033	-5.6030	.001

TABLE 3.7 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
11. I can accept suggestions from others.	2.2813	1.0768	1.8199	.78969	-.45625	.89616	-6.4399	.001
12. Sometimes I give up because I do not have faith in what I can do.	3.1761	1.3986	3.7437	1.3929	.56604	1.3941	5.1199	.001
13. I sometimes feel that life is not very useful.	3.4720	1.2993	3.9758	1.3217	.40373	1.1639	4.4012	.001
14. I have a good feeling about myself.	2.4591	1.1236	1.8302	.97570	-.62893	1.1668	-6.7968	.001
15. My family asks my help on things.	2.1871	.99209	1.8782	.88968	-.30323	.77606	-4.8645	.001

TABLE 3.7 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
16. I do not have good feelings about myself	3.3836	1.2366	3.8797	1.3419	4.9367	1.3247	4.6845	.001

*Scale

1 Strongly Agree
2 Agree
3 Not Sure
4 Disagree
5 Strongly Disagree

The second portion of the data on self-concept provides a description of the graduates in terms of sex (See Table 3.8). Only one of the sixteen items, "I am satisfied with life," is statistically significant at the .05 level of significance. This indicates that on this one variable, the female graduates perceived themselves to be more satisfied with life than the male graduates and attribute the change to completion of the adult high school program.

TABLE 3.8

PERCEPTIONS OF SELF-CONCEPT BY SEX

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. I can do things as well as most other people.	-.92157	1.0553	-.86111	1.0891	-.32995	NS
2. I do not feel I have much to be proud of.	.23529	1.8930	.16168	1.6330	-.90130	NS
3. I get the feeling that I am not part of things going on around me.	.54902	1.7472	.54630	1.5309	.99995	NS
4. I am satisfied with life.	-.25490	1.5855	-.78899	1.3058	2.2481	.05
5. I worry about what other people think of me.	.11765	1.6929	.49074	1.3706	1.4829	NS
6. I feel my financial future looks goods.	-.96154	1.3130	-.78704	1.3329	.79188	NS

TABLE 3.8 - Continued

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
7. When I look back at my life, I feel I missed out.	.50000	1.5403	.28704	2.6180	.79188	NS
8. I do what I think is right no matter what others think of me.	-.37255	1.2159	-.45872	.94803	.48823	NS
9. My family is proud of me.	-.92157	1.2782	-.78899	1.3058	.67490	NS
10. My friends ask my advice on things.	-.43137	.90011	-.37383	.87441	.38309	NS
11. I can accept suggestions from others.	-.51923	1.0754	-.42593	.79958	.61563	NS
12. Sometimes I give up because I do not have faith in what I can do.	.86275	1.2965	.42593	1.4221	1.8585	NS

TABLE 3.8 - Continued

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
13. I sometimes feel that life is not very useful.	.63462	1.1381	.29358	1.1651	1.7497	NS
14. I have a good feeling about myself.	-.49020	1.2550	-.69444	1.1229	1.0305	NS
15. My family asks my help on things.	-.35294	.84436	-.27885	.74334	.55726	NS
16. I do not have good feelings about myself.	.54902	1.2540	.46729	1.3620	.36159	NS

*Scale

1 Strongly Agree
2 Agree
3 Not Sure
4 Disagree
5 Strongly Disagree

ATTITUDE TOWARD EDUCATION

Hypothesis 2. Ho: There is no difference between the attitude toward education of graduates of adult high school before and after graduation as perceived by the graduates.

Eighteen items on the questionnaire, number seventeen through thirty-four, were concerned with the respondents' perceived attitude toward education. (See Table 3.9) Findings on four of the items were not statistically significant. On the variable, "A person can learn more by working four years than by going to high school," the respondents disagreed with the statement. They also disagreed with the statements which read, "Education is no help in getting a job," and, "I get more education from experience than from classes." All three of these statements are negative comments about education. Since the respondents disagreed with them, it may be assumed that the statements conflict with their positive feelings about education which apparently were strong even before they graduated from adult high school.

The fourth statement which showed no significant change was, "My reason for getting an education was to get a job." This compared favorably with "getting a better job" which was identified as a force motivating the respondents in this sample to return to school in the first place.

Fourteen of the questionnaire items showed a significant difference at the .001 and .01 levels of significance, thereby rejecting the null hypothesis.

A comparison by sex of the graduate's perceived attitude toward education showed no significant differences between male and female respondents. (See Table 3.10)

TABLE 3.9

ATTITUDE TOWARD EDUCATION BEFORE AND AFTER ADULT HIGH SCHOOL

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. A person can learn more by working four years than by going to high school.	3.8366	1.0970	4.0263	1.2177	.17763	1.3026	1.6813	NS
2. The more education a person has, the better he is able to enjoy life.	2.4025	1.1535	2.0886	1.2838	-.31646	1.1121	-3.5768	.001
3. Education is no help in getting a job.	4.2013	1.0420	4.3038	1.2297	.10759	1.1207	1.2068	NS
4. Adult high school classes are useful	1.7296	.92562	1.2830	.73890	-.44654	.78473	-7.1753	.001

TABLE 3.9 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
5. Money spent on education is wisely spent.	1.7547	.88387	1.3711	.75098	-.38365	.77785	-6.2192	.001
6. I want my children to have a high school education.	1.1765	.56333	1.1176	.51223	-.59211	.28734	-2.5405	.01
7. A high school education is woth all the time and work because I derive a sense of achievement.	1.7911	1.0098	1.3248	.80237	-.46497	1.0593	-5.4998	.001
8. I get more education from experience than from classes.	3.3506	1.0450	3.5260	1.2218	.17532	1.2738	1.7080	NS

TABLE 3.9 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
9. I want my children to have more than a high shool education.	1.5962	.90003	1.4295	.86593	-.16667	.60995	-3.4128	.001
10. A person with a formal education can advance more rapidly in business and industry.	1.9874	1.0493	1.7044	1.0587	-.18302	.92183	-3.8714	.001
11. Parents should not be required to send their children to school.	4.3665	1.0289	4.6125	.93827	.2500	.92485	3.4192	.001

TABLE 3.9 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
12. A high school education makes a person a better citizen.	2.3648	1.1442	2.0440	1.2646	-.32075	.82155	-4.9231	.001
13. Most people need a high school education.	2.1687	1.1934	1.7500	1.1271	-.41875	1.0061	-5.2647	.001
14. I liked school because I thought I was doing somthing for myself.	2.1069	1.0348	1.5127	.84236	-.59494	1.0160	-7.3602	.001
15. My reason for getting more education was to get a job.	2.8387	1.2664	2.7771	1.3709	-.64516	.81923	-.98046	NS

TABLE 3.9 - Continued

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
16. I enjoyed high school because it gave me a chance to learn many useful and interesting things.	2.0190	.94074	1.6187	.86054	-.39873	.87382	-5.7357	.001
17. Classes have done little to help me with the real problem that I have.	3.3291	1.2074	3.5597	1.3197	.22152	1.1094	2.5098	.01
18. Even if I could get a good job without it, I would still want a diploma.	1.9045	1.1197	1.4620	.91440	-.44516	.94072	-5.8914	.001

TABLE 3.9 - Continued

*Scale

1 Strongly Agree
2 Agree
3 Not Sure
4 Disagree
5 Strongly Disagree

TABLE 3.10

ATTITUDE TOWARD EDUCATION BY SEX

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. A person can learn more by working four years than by doing to high school.	.31373	1.4211	.10891	1.2402	.91484	NS
2. The more education a person has, the better he is able to enjoy life.	-.40000	1.0498	-.27778	1.1425	-.64129	NS
3. Education is no help in getting a job.	.58824	1.2556	.13084	1.0558	-.37664	NS
4. Adult high school classes are useful.	-.60784	.91823	-.37037	.70502	1.7936	NS

TABLE 3.10 - Continued

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
5. Money spent on education is wisely spent.	-.49020	.83361	-.33333	.74883	-1.1885	NS
6. I want my children to have a high school education.	-.98039	.36083	-.39604	.24169	-1.1855	NS
7. A high school education is worth all the time and work because I derive a sense of achievement.	-.52941	1.0649	-.43396	1.0603	-.52751	NS
8. I get more education from experience than from classes	.24000	1.3334	.14423	1.2496	.43571	NS

TABLE 3.10 - Continued

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
9. I want my children to have more than a high school education.	-2.8846	.87080	-.10577	.41614	-1.7757	NS
10. A person with a formal education can advance more rapidly in business and industry.	-.30769	.87534	-.27103	.94739	-.23458	NS
11. Parents should not be required to send their children to school.	.38462	1.1402	.18519	.79893	1.2801	NS
12. A high school education makes a person a better citizen.	-.43137	.78115	-.26852	.83841	-1.1681	NS

TABLE 3.10 - Continued

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
13. Most people need a high school education.	-.56863	.98499	-.34862	1.0127	-1.2916	NS
14. I liked school because I thought I was doing something for myself.	-.59615	1.0148	-.59434	1.0215	-.10513	NS
15. My reason for getting more education was to get a job.	1.11765	.76543	-.38462	.84673	-.56417	NS
16. I enjoyed high school because it gave me a chance to learn many useful and interesting things.	-.42308	.87102	-.38679	.87908	-.24452	NS

TABLE 3.10 - Continued

Statement	MALE		FEMALE		T-State.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
17. Classes have done little to help me with the real problems that I have.	.13462	1.2990	.26415	1.0076	-.68846	NS
18. Even if I could get a job without it, I would still want a diploma.	-.59615	1.1759	-.36893	.79200	-1.4246	NS

*Scale

1 Strongly Agree
2 Agree
3 Not Sure
4 Disagree
5 Strongly Disagree

COMMUNITY ACTIVITIES

Hypothesis 3. Ho: There is no difference between the involvement in community activities of graduate's of adult high school before and after graduation as perceived by the graduate.

The last part of the questionnaire asked the subjects to summarize what they perceive to be their degree of participation in community activities in each of eight categories. (See Table 3.11). All eight categories are statistically significant at the .001 level of significance. One hundred per cent of the sample was of the opinion that their degree of participation in community activities had increased, perhaps as a result of their school experience. The null hypothesis is rejected.

TABLE 3.11

DEGREE OF PARTICIPATION IN COMMUNITY ACTIVITIES BEFORE AND AFTER ADULT HIGH SCHOOL

Statement	Before Graduation		After Graduation		Change		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. School Activities.	4.0190	1.1701	3.7405	1.2628	-.27848	.99600	-3.5145	.001
2. Political Activities.	3.8077	1.2293	3.2956	1.2953	-.50000	.87621	-7.1273	.001
3. Religious Activities.	3.2813	1.4544	2.9312	1.4757	-.35000	1.0352	-4.2765	.001
4. Community Activities (Kiwanis, Scouts, Rotary, etc.)	3.7975	1.3626	3.4810	1.4790	-.31646	1.2003	-3.3141	.001
5. Cultural Activities (Theater, art museum, concerts, etc.)	3.4114	1.3644	2.9187	1.2933	-.50000	1.0633	-5.9108	.001

TABLE 3.11 - Continued

Statement	Before Graduation		After Graduation				T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
6. Local Recreational Programs (YMCA, bowling, baseball, etc.)	3.7548	1.2708	3.2774	1.3701	-.47742	1.1970	-4.9654	.001
7. Social Programs (Fraternities, Veterans Organizations, etc.)	4.1053	1.1969	3.7933	1.2969	-.32886	1.0230	-3.9240	.001
8. Other	3.4412	1.4800	2.0462	1.2742	-1.4308	1.7763	-6.4939	.001

*Scale

1 Stronly Agree
2 Agree
3 Not Sure
4 Disagree
5 Strongly Disagree

A comparison by sex of the respondents' perceived degree of participation in community activities was performed (See Table 3.12). The variable of political activities was found to be significant at the .05 level of significance and indicated a significantly more active participation by males than females.

All other variables were not significant.

TABLE 3.12

DEGREE OF PARTICIPATION IN COMMUNITY ACTIVITIES BY SEX

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1. School Activities	-.49020	.88029	-.17757	1.0353	-1.8590	NS
2. Political Activities	-.72000	.96975	-.39623	.81275	-2.1797	.05
3. Religious Activities	-.53846	1.0749	-.25926	1.0081	-1.6088	NS
4. Community Activities (Kiwanis, Scouts, Rotary, etc.)	-.54902	1.1369	-.20561	1.2189	-1.6914	NS
5. Cultural Activities (Theater, art museum, concerts, etc.)	-.54000	1.1643	-.48148	1.0184	-.32082	NS
6. Local Recreational Programs (Y.M.C.A., bowling, baseball, etc.)	-.64706	1.2934	-.39423	1.1442	-1.2376	NS

TABLE 3.12 - Continued

Statement	MALE		FEMALE		T-Stat.	Signif.
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
7. Social Programs (Fraternities, Veterans Organizations, etc.)	-.51020	1.0631	-.24000	.99615	-1.5214	NS
8. Other	-1.2273	1.5715	-1.5349	1.8816	.65771	NS

*Scale

1 Strongly Agree
2 Agree
3 Not Sure
4 Disagree
5 Strongly Disagree

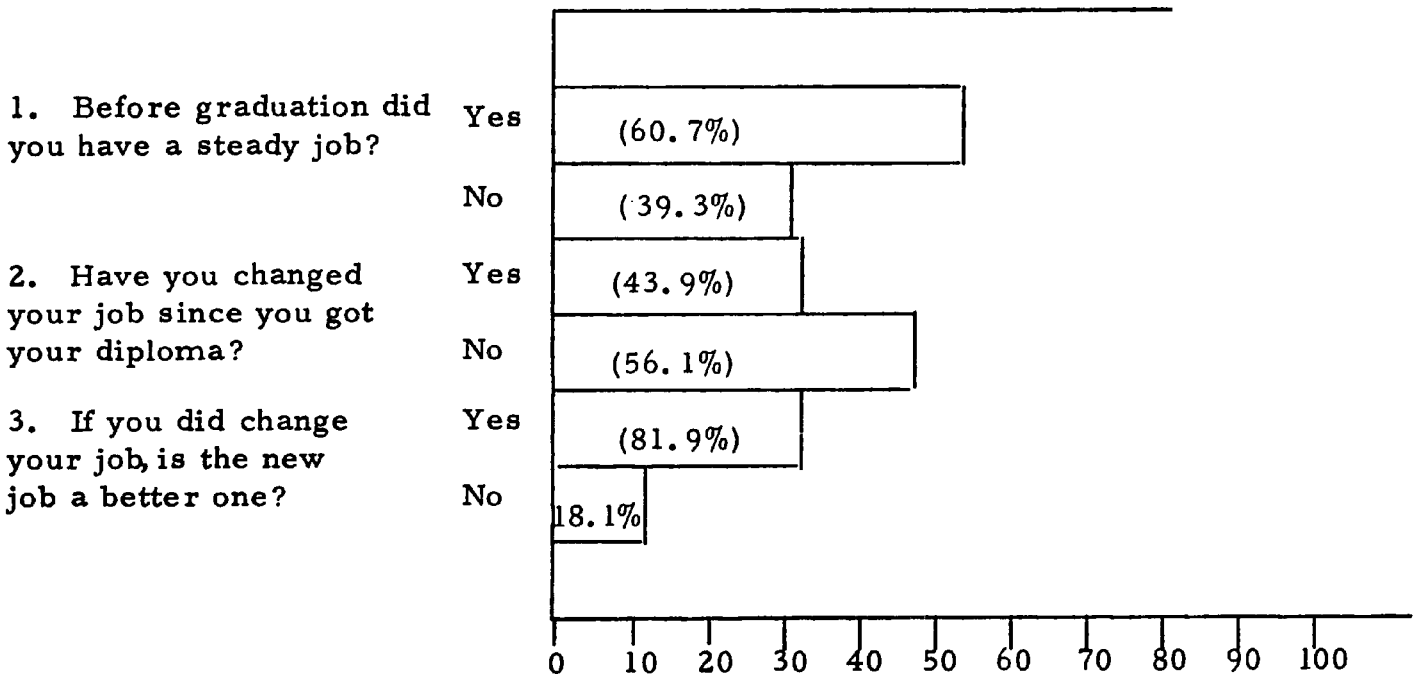
OCCUPATION

Hypothesis 4. Ho: The earning of a high school diploma in adult high school does not make a significant difference in the graduate's occupation in terms of gaining a higher status position and obtaining a substantial increase in salary.

Questions twelve through fifteen in the demographic and background data of the questionnaire dealt with changes in occupation and salary, if any, resulting from completion of adult high school. (See Table 3.13) Of the ninety-five respondents who had a steady job before graduation, sixty-eight (43.9 per cent) reported that they had changed their occupation after graduation. To the question, "If you did change your job, is your new job a better one?", fifty-four (81.9 per cent) of the sixty-eight believe their new job is a better one while only fourteen (18.1 per cent) do not.

TABLE 3.13

OCCUPATIONAL CHANGES OF ADULT HIGH SCHOOL GRADUATES, NUMBER AND PER CENT



The subjects in this study were asked to respond to the question, "If you are now working, how much more are you earning than before you got your diploma?" (See Table 3.14) Fifty-four (53.3 per cent) of the respondents believe that they are earning "quite a bit more" as a result of getting a high school diploma. A total of sixteen (15.2 per cent) thought that they were earning "more, but not much more," and twenty-three (20.1 per cent) perceived themselves to be earning about the same. Twelve respondents (11.4 per cent) said that although they were doing work which they considered more interesting to them, their earning power was lower.

On the whole, graduates tended to rate their school experience as important in contributing to their job success. The findings of this section are consistent with the often asserted position that dropouts earn less than those with a diploma and, thereby, the null hypothesis is rejected.

TABLE 3.14

PERCEPTION OF EARNING POWER AS A RESULT OF SECURING A HIGH SCHOOL DIPLOMA BY NUMBER, PER CENT, RACE, AND SEX

Earning Power	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Quite a bit more.	22	45.8	3	6.2	0	0	25	52.1	22	38.6	7	12.3	0	0	29	50.9
2. More, but not much more.	4	8.3	2	4.2	0	0	6	12.5	7	12.3	3	5.3	0	0	10	17.5
3. About the same	13	27.1	1	2.1	2	4.2	16	33.3	5	8.8	2	3.5	0	0	7	12.3
4. Lower	1	2.1	0	0	0	0	1	2.1	9	15.8	0	0	2	3.5	11	19.3
Total	40	83.3	6	12.5	2	4.2	48	100.0	43	75.4	12	21.1	2	3.5	57	100.0

Other Related Issues

This section will deal with two other related issues investigated by this author and will be treated separately.

Question 1. What forces, as identified by students, motivate some adults to return to adult high school for a diploma?

The responses of the sample are depicted in Table 3.15 by race and sex. (See Table 3.15) Twenty-four male respondents (46.2 per cent) and seventy-five female respondents (68.8 per cent) wanted a high school diploma primarily for "personal benefit." Fifteen of the male respondents (28.8 per cent) and twelve of the female respondents (11 per cent) perceived the diploma to be instrumental in securing a better position. Personal benefit appears to be a strong motivating factor for this sample.

An assumption was made by this writer that the educational level attained by the respondents' spouses might also serve as a motivating factor for the attainment of a high school diploma (See Table 3.16). This assumption seems to be substantiated by the data which indicate that approximately twice as many of the respondents' husbands or wives did, in fact, achieve at least a high school diploma.

TABLE 3. 15

REASONS FOR SECURING A HIGH SCHOOL DIPLOMA, BY NUMBER, PER CENT, RACE, AND SEX

Reasons	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. A friend encouraged me.	1	1.9	0	0	0	0	1	1.9	1	.9	0	0	0	0	1	.9
2. My family encouraged me.	4	7.7	0	0	0	0	4	7.7	7	6.4	0	0	1	.9	8	7.3
3. I wanted to for personal benefits.	22	42.3	2	3.8	0	0	24	46.1	64	58.7	10	9.2	1	.9	75	68.9
4. I needed it for a job.	3	5.8	1	1.9	0	0	4	7.7	5	4.6	1	.9	0	0	6	5.5
5. To get a better job.	10	19.3	3	5.8	2	3.8	15	28.9	7	6.4	4	3.7	1	.9	12	11.0
6. Other	4	7.7	0	0	0	0	4	7.7	7	6.4	1	0	0	0	7	6.4
Total	44	84.7	6	11.5	2	3.8	52	100.0	91	83.5	15	13.8	3	2.7	109	100.0

TABLE 3.16

EDUCATIONAL LEVEL OF THE PARTICIPANTS' SPOUSES BY NUMBER, PER CENT, RACE AND SEX OF GRADUATE

Years School Completed by Spouses	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Less than fifth grade.	1	2.2	0	0	0	0	1	2.2	1	1.2	0	0	0	0	1	1.2
2. Fifth to eighth grade.	0	0	0	0	0	0	0	0	5	5.8	2	2.2	0	0	7	8.0
3. Some high school.	12	26.7	1	2.2	0	0	13	28.9	14	16.3	2	2.2	1	1.2	17	19.7
4. High school graduate.	20	44.6	2	4.4	1	4.4	24	53.4	24	27.9	1	1.2	0	0	25	29.1
5. Some college.	6	13.3	0	0	0	0	6	13.3	22	25.6	3	3.5	1	1.2	26	30.3
6. Completed at least one college degree.	1	2.2	0	0	0	0	1	2.2	9	10.5	1	1.2	0	0	10	11.7
Total	40	89.0	3	6.6	2	4.4	45	100.0	75	87.3	9	10.3	2	2.4	86	100.0

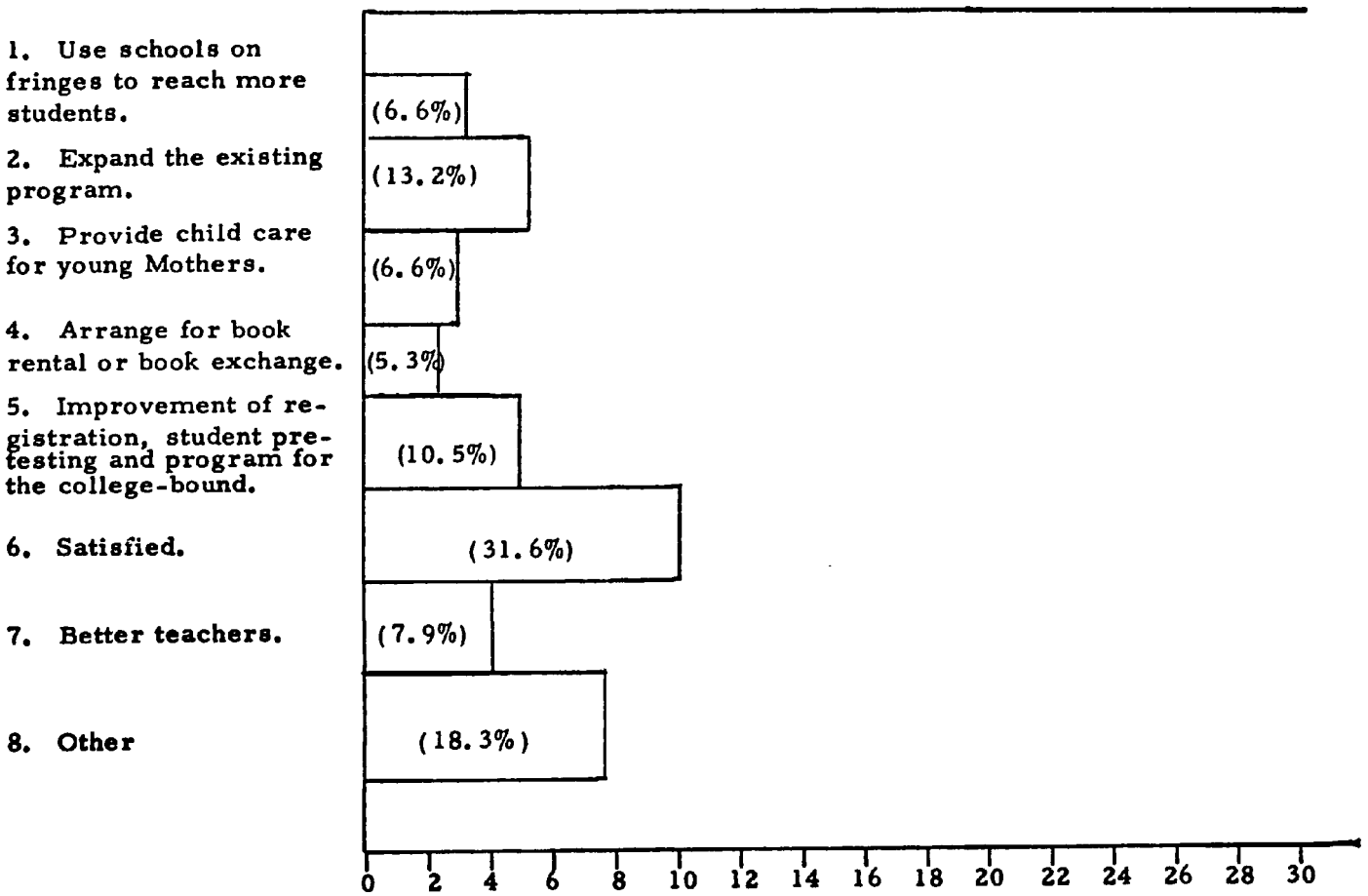
Question 2. What changes, as identified by students, are needed to improve diploma completion programs?

Slightly less than half, 41 per cent, of the subjects responded to this question. Thirty-one and six tenths per cent of the responses indicated satisfaction with the existing program. The expansion of existing programs along with the addition of other relevant programs in the area of job training was the concern of 13.2 per cent of the respondents. Improvement of registration procedures, a more rigorous pre-testing program for placing students, and the improvement of the program for the college-bound were cited by 10.5 per cent of the respondents. The need to make the program more accessible to a greater number of people by using schools located on the fringes of the city was expressed by 6.6 per cent of the subjects. Another 6.6 per cent saw a need to provide child-care facilities for young mothers. The hiring of better teachers was cited as a need by 7.9 per cent of the respondents. (See Table 3.17)

Since only 41 per cent of the sample responded to this question, it would not be safe to conclude that the data is representative of the sample.

TABLE 3.17

PERCEPTIONS OF WAYS THE ADULT HIGH SCHOOL PROGRAM CAN BE IMPROVED AS IDENTIFIED BY GRADUATES OF ADULT HIGH SCHOOL



Related Findings

Additional information of a general nature was sought from the respondents in this study. To the statement, "Please list any ways the Mott Adult High School program helped you, "the two most often responses given were, "It gave me the chance to get my diploma," and, "Helped me to gain more self-confidence." (See Table 3.18)

This author felt that since the respondents' attitude toward education was found to be significantly improved, it might be interesting to observe if that attitude extended to future studies. Therefore, the question, "Do you think you still need more education or training?" was asked. One hundred and forty (88.6 per cent) responded "yes" while only eighteen (11.4 per cent) responded "no." (See Table 3.19)

TABLE 3.18

PERCEPTIONS OF WAYS ADULT HIGH SCHOOL PROGRAM WAS BENEFICIAL AS IDENTIFIED BY GRADUATES

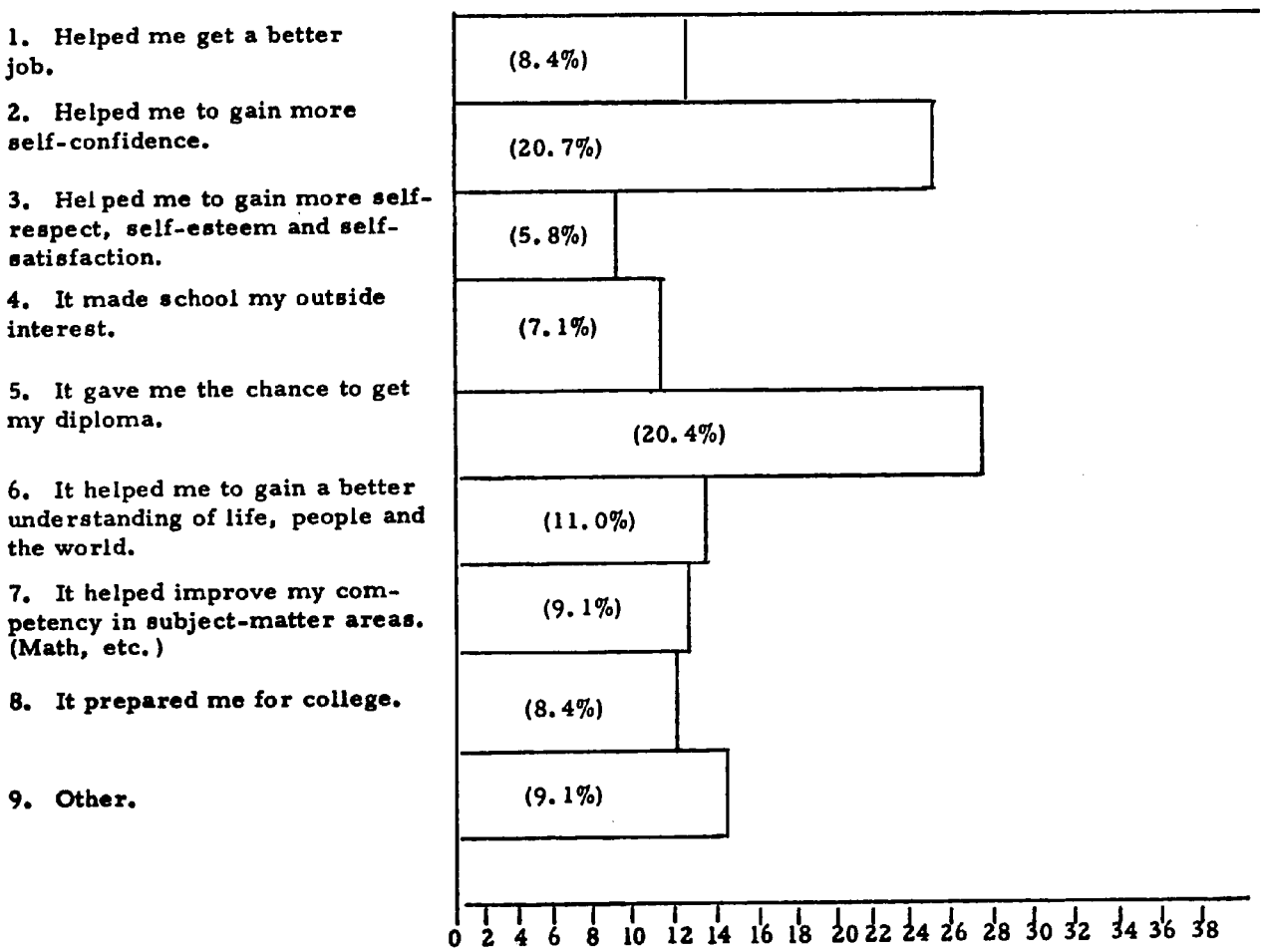
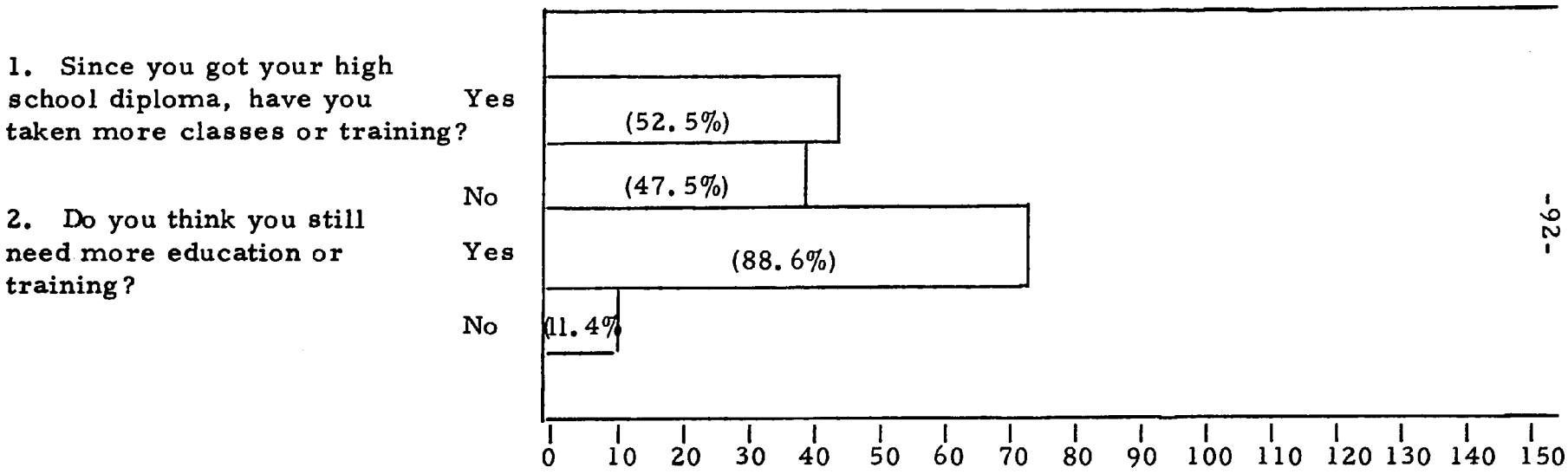


TABLE 3.19

PERCEPTIONS OF THE NEED FOR ADDITIONAL SCHOOLING



An assumption was made that money is a motivating factor for the procurement of a job. The respondents in this study were asked to respond to a list of factors influential in securing a position provided by this writer. (See Table 3.20) Twenty-two per cent of the males and 12.9 per cent of the females responded that money was the most influential factor. However, 24 per cent of the male respondents and 30 per cent of the female respondents replied that available opportunities were influential while 30 per cent of the males and 37.1 per cent of the females chose their present jobs because they were interested in them.

Research, previously cited in Chapter II, states that parents of dropouts were also high school dropouts. The findings in Table 3.21 substantiate the existing research. Of the 156 mothers, 67.3 per cent were high school dropouts, while 79.1 per cent of the 153 fathers were dropouts.

TABLE 3.20

MOST INFLUENTIAL FACTORS IN THE GRADUATES' CHOICE OF PRESENT JOB, BY NUMBER PER CENT, RACE AND SEX

Factors	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Interest in job.	14	28.0	1	2.0	0	0	15	30.0	23	32.8	3	4.3	0	0	26	37.0
2. Influence of family.	2	4.0	0	0	0	0	2	4.0	2	2.9	0	0	0	0	2	2.9
3. Influence of friends	1	2.0	0	0	0	0	1	2.0	0	0	0	0	0	0	0	0
4. Opportunities available.	10	20.0	1	2.0	1	2.0	12	24.0	9	12.9	4	5.7	1	1.4	14	20.0
5. It is all I'm able to do.	0	0	1	2.0	0	0	1	2.0	2	2.9	0	0	0	0	2	2.9
6. First job offered.	1	2.0	0	0	0	0	1	2.0	0	0	2	2.9	0	0	2	2.9
7. Money	8	16.0	2	4.0	1	2.0	11	22.0	8	11.4	1	1.4	0	0	9	12.9

TABLE 3.20 - Continued

Factors	MALE								FEMALE							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
8. Was unemployed.	6	12.0	1	2.0	0	0	7	14.0	4	5.7	3	4.3	1	1.4	8	11.4
9. Other	0	0	0	0	0	0	0	0	7	10.0	0	0	0	0	7	10.0
Total	42	84.0	6	12.0	2	4.0	50	100.0	55	78.5	13	18.6	2	2.9	70	100.0

TABLE 3.21

EDUCATIONAL LEVEL OF THE PARTICIPANTS' PARENTS, BY NUMBER, PER CENT, AGE AND SEX OF GRADUATE

Parents Schooling	FATHER								MOTHER							
	White		Black		Other		Total		White		Black		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1. Less than fifth grade.	8	6.2	6	27.8	2	40.0	16	10.4	15	11.7	7	35.0	2	40.0	24	15.7
2. Fifth to eighth grade.	45	34.5	3	14.5	-	0	48	30.3	45	35.2	5	25.0	1	20.00	51	33.3
3. Some high school.	30	23.1	8	38.3	3	60.0	41	26.4	29	22.7	5	25.0	2	40.00	36	23.5
4. High school graduate.	34	26.2	3	14.5	-	0	37	23.9	23	18.0	2	10.0	-	--	25	16.3
5. Went to college.	13	10.0	1	4.9	-	0	14	9.0	16	12.4	1	5.0	-	--	17	11.2
Total	130	100	21	100	5	100	156	100	128	100	20	100	5	100	153	100

Finally, the respondents in this study were asked to select, from a prepared list, their reasons for securing an adult high school diploma. (See Table 3.22) The intention was to determine if age and sex were determining factors for individuals returning to adult high school. A Chi-square treatment of the data determined that age and sex were not influential factors.

Chapter IV will discuss the results of the study under the headings of summary, conclusions, implications, and recommendations.

TABLE 3.22

GRADUATES' REASONS FOR SECURING A HIGH SCHOOL DIPLOMA, BY NUMBER PER CENT, SEX, AND AGE OF GRADUATE

Reasons For Getting Diploma	MALE							FEMALE						
	16-20	21-30	31-40	41-50	51-60	61+	#	16-20	21-30	31-40	41-50	51-60	61+	#
1. A friend encouraged me.	0	0	0	1	0	0	1	0	0	1	0	0	0	1
2. My family encouraged me.	0	2	2	0	0	0	4	0	5	2	1	0	0	8
3. Wanted it for personal.	0	9	7	6	2	0	24	4	28	23	12	5	3	75
4. Needed it for a job.	0	1	2	0	1	0	4	0	3	0	2	1	0	6
5. To get a better job.	0	5	8	2	0	0	15	0	4	4	3	0	1	12
6. Other	1	3	0	0	0	0	4	0	3	2	1	1	0	7
Total	1	20	19	9	3	0	52	4	43	32	19	7	4	109

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains a brief restatement of the problem, findings and conclusions, implications and recommendations for further research.

Restatement of the Problem

It was the purpose of this study to examine the perceived effects that attainment of an adult high school diploma has on the self-concept, attitude toward education, involvement in community activities, and occupation of the graduate.

HYPOTHESES

Hypothesis 1. The graduate's perception of his self-concept will be more positive after graduation than before.

Hypothesis 2. As a result of completing adult high school, the graduate perceives himself to have developed a more positive attitude toward education.

Hypothesis 3. As a result of completing adult high school, the graduate perceives himself to have become more actively involved in

community activities.

Hypothesis 4. The earning of a high school diploma in adult high school makes a significant difference in the graduate's occupation in terms of gaining a higher status position and obtaining a substantial increase in salary.

Two other issues related to the problem stated above were also explored.

1. What forces, as identified by students, motivate some adults to return to adult high school for a diploma?

2. What changes, as identified by students, are needed to improve diploma completion programs?

Findings and Conclusions

A brief statement of the findings and conclusions this study reached on each hypothesis and related issues follows.

Hypothesis 1:

The analysis of gain scores (t-test) applied to the treatment of the data supports the hypothesis. Fourteen of the sixteen items on the questionnaire were significant at the .001 level. It may be concluded that the respondents, previously high school dropouts, perceive themselves to have developed a significantly more positive self-concept and that they attribute this change to their completion of adult high school. Only two items, "I do not feel that I have much to be proud

of," and "When I look back at my life, I feel that I missed out," did not change at a rate that can be interpreted to be statistically significant. The respondents' answers to the two questions above indicated disagreement with the statements (Table 3.7). This suggests that at least in these two areas, the respondents perceived themselves to have a high self-concept before beginning adult high school.

A comparison of self-concept between male and female respondents indicated that only one variable, "I am satisfied with life," was statistically significant at the .05 level of significance. On this one variable, the female graduates perceived themselves to be significantly more satisfied with life than the male graduates, and attribute the change to completion of the adult high school. All other items were not statistically significant, and it was concluded that sex was not a factor in the perceived self-concept of the respondents measured before and after graduation from adult high school.

Hypothesis 2:

The analysis of gain scores (t-test) applied to the data supports the hypothesis. Only four of the eighteen items in this section of the questionnaire were not statistically significant. The respondents disagreed with the statements, "A person can learn more by working four years than by going to high school," and, "Education is no help in getting a job." They also disagreed with the statement, "I get more education from experience than from classes." All three of these

statements are negative comments about education. Since the respondents disagreed with them, it may be assumed that the statements conflict with their positive feelings about education which apparently were strong even before they graduated from adult high school.

The fourth statement which showed no significant change was, "My reason for getting an education was to get a job." This was not surprising since "getting a better job" was identified as a force motivating the respondents in this sample to return to school in the first place.

Fourteen of the eighteen items on the questionnaire showed a significant difference at the .001 and .01 levels of significance. Therefore, the hypothesis is accepted. It should be noted that the items possess a certain amount of social acceptibility. It is possible that some of the respondents were inclined to give an answer because it sounded like the right thing to say. Taken at face value, the data certainly suggests that the graduates in this sample perceive themselves to have a significantly more favorable attitude toward education than they had before beginning adult high school.

Hypothesis 3:

The respondents were asked to summarize what they perceive to be their degree of participation in community activities in each of the eight categories (Table 3.11). The analysis of gain scores (t-test) applied to the treatment of the data revealed that all eight categories

were statistically significant at the .001 level of significance, and supports the hypothesis. One hundred per cent of the sample was of the opinion that their degree of participation in community activities had significantly increased, perhaps as a result of their school experience. It should be cautioned that determining the accuracy of the respondents' perceptions was not possible since measurement was limited to that obtainable through paper and pencil questionnaire procedures.

A comparison of the degree of participation in community activities by male and female respondents indicated that only one category, "political activities," was significant at the .05 level and indicated a significantly more active participation by males than females. This finding seemed to be consistent with the culturally accepted role of the male in politics.

All other categories were not significant and it was concluded that sex was not a factor in the perceived degree of participation in community activities by the respondents measured before and after graduation from adult high school.

Hypothesis 4:

A Chi-square analysis (Midas) of the data supports the hypothesis. Sixty-eight (43.9 per cent) of the ninety-five respondents who had a steady job before graduation from adult high school reported that they had changed their occupation. Fifty-four (81.9 per cent) of

the sixty-eight believed their new job to be a better one while only fourteen (18.1 per cent) did not. (Table 3.13)

To the question, "If you are now working, how much more are you earning than before you got your diploma," 53.3 per cent of respondents believe that they are earning "quite a bit more" as a result of getting a high school diploma. A total of 15.2 per cent thought they were earning "more, but not much more," and 20.1 per cent perceived themselves to be earning about the same. Eleven point four per cent respondents said that although they were doing work which they considered more interesting to the, their earning power was lower. (Table 3.14)

On the whole, graduates tended to rate their school experience as important in contributing to their job success. The findings in this section are consistent with the often asserted position that dropouts earn less than those with a diploma.

Other Related Issues

Two other issues related to the problem were investigated.

Question 1:

The responses of the sample were depicted by race and sex. Twenty-four (46.2 per cent) of the male respondents and seventy-five (68.8 per cent) of the female respondents wanted a high school diploma primarily for "personal benefit." Fifteen (28.8 per cent) of the male respondents and twelve (11 per cent) of the female respondents

perceived the diploma to be instrumental in securing a better position. Personal benefit appeared to be a strong motivating factor for this sample. (Table 3.15)

An assumption was made that the educational level attained by the respondents' spouses might also serve as a motivating factor for the attainment of a high school diploma. Approximately twice as many of the respondents' husbands and wives had achieved at least a high school diploma and suggests support of this assumption.

Question 2:

Forty-one per cent, slightly less than half, of the respondents answered this question. Thirty-one and six tenths per cent of the responses indicated satisfaction with the existing program. Thirteen and two tenths per cent saw a need for expansion of existing programs to include other relevant programs in the area of job training. Improvement of registration procedures, a more rigorous pre-testing program for placing students, and the improvement of the program for the college-bound were cited by 10.5 per cent of the respondents. The need to make the program more accessible to a greater number of people by using schools located on the fringe of the city was expressed by 6.6 per cent of the subjects. Another 6.6 per cent saw a need to provide child-care facilities for young mothers. The hiring of better teachers was cited as a need by 7.9 per cent of the respondents. (Table 3.17)

Since only 41 per cent of the sample responded to this question, it would not be safe to conclude that the data is representative of the sample.

Related Findings

Additional information of a general nature was sought from the sample. The two most often responses given to ways in which the Mott Adult High School helped the graduate were that it gave the graduate a chance to get a diploma and also helped him/her to gain more self-confidence. It is also interesting to note that to the question, "Do you think you still need more education or training?", 140 respondents (88.6 per cent) answered "yes" while only eighteen (11.4 per cent) answered "no."

An assumption was made that money is a primary motivating factor in job selection. However, the responses of the sample indicate that only 22 per cent of the males and 12.9 per cent of the females view money as the most important factor. Interest in the position itself was seen as the primary factor by thirty per cent of the males and 37.1 per cent of the females. (Table 3.20)

Research, cited earlier in this study, states that parents of high school dropouts were themselves high school dropouts. The findings in this study appear to substantiate the existing research. It was found that 67.3 per cent of the mothers of the respondents in this study were high school dropouts and 79.1 per cent of the fathers were high school dropouts.

Finally, participants were asked to respond to a prepared list regarding reasons for securing a high school diploma. A Chi-square treatment of the data was performed to determine if age and sex were influential factors for individuals returning to adult high school. The findings revealed that age and sex were not determinants. Table 3.22)

Implications

This study has demonstrated that the graduates of the Mott Adult High School (Flint, Michigan) perceive themselves to have developed a significantly more positive self-concept, attitude toward education, and involvement in community activities. In addition, they perceive themselves to have obtained better job status and higher salaries as a result of completing adult high school. It is conceivable that the community education program might be used as a vehicle for improving relationships between the school district and the community for those districts which are not currently involved.

It was revealed in this study that 34.4 per cent of the female graduates had children in the age range of zero to five years. It may be advisable, in planning future adult high school programs, to provide child-care facilities, thus enabling a larger number of students with pre-school children to attend.

A number of adult high school students may have been out of school for a considerable length of time. This may create a need for mini-courses designed as refreshers in the core subject areas,

especially mathematics. In addition, care should be taken that materials are geared to the reading ability of the students since the research indicates that the reading level of the high school dropout is low.

Counseling services should be provided by the local school district for adults seeking to complete requirements for a high school diploma. This would help prospective students to identify their goals and select courses which facilitate the meeting of those goals most quickly and efficiently.

School districts should be continuously involved in surveying the job opportunities of their community and keeping students abreast of the new and different occupations which might provide future employment opportunities. Further, the school district should work closely with industry in clarifying the educational requirements for the jobs and in establishing some on the job training programs as a part of the high school experience for the adult.

The examination of the results of this study suggest that, generally, those having had the adult high school experience have become interested in continuing their education. Existing curricula can be supplemented to expand course offerings for those who have chosen intellectual stimulation as a "free time" activity, but do not wish to pursue a higher degree.

Finally, if it is true that children tend to attain the educational

level attained by their parents, school districts should actively seek out parents of children within their school who have not completed high school and involve them in some of the completion programs. This might be a step toward the elimination of the dropout problem.

Recommendations for Further Study

The present study suggests a need for further research on the effects of attainment of an adult high school diploma on the graduate.

This study should be repeated with the following modifications:

1. The study should be longitudinal in nature. The sample should consist of students just beginning their program in adult high school so that their progress may be followed throughout their program. This would help to determine any attitudinal changes that may be attributed to their experience in high school.

2. A larger sample is necessary in further studies and should include participants in adult high school programs in other communities as well as Flint.

3. A subsequent study of adult high school graduates, to take place within five years of their graduation, should be designed to measure changes in occupation in terms of higher status positions and higher salaries that might be attributable to completion of adult high school.

Since the research in adult education is extremely sparse, it would seem to follow that research encompassing any area of the

adult education programs is essential. This might include the areas of motivation, psychology of adult learning, and preparation of adult educators.

Summary

This study has demonstrated that the graduates of the Mott Adult High School in Flint, Michigan, perceive themselves to have developed a more positive self-concept, attitude toward education, and more active participation in community activities as a result of their completion of adult high school. Further, they believe that their occupational status and salaries have improved. They have also provided suggestions for the improvement of existing programs and their own positive feelings about their experiences in adult high school.

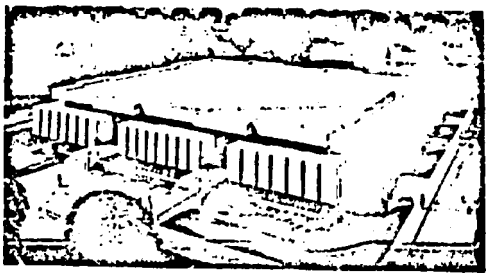
It is hoped that this study has made a contribution to the field of adult education so that an important resource of our country, adults, may be better served.

APPENDICES

APPENDIX A

INVITATION TO PARTICIPATE

IN THE STUDY



Mott Adult High School

FLINT BOARD OF EDUCATION
1231 EAST KEARSLEY STREET
FLINT, MICHIGAN 48503
PHONE 238-1631 — EXT. 230

NICKOLAS MANYCH
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MICHAEL HUGHES
DEPUTY PRINCIPAL

ALBERT RENICK
ASSISTANT PRINCIPAL

November 30, 1973

Dear Mott Adult High School Graduate:

One of our goals in the Flint Community Schools is to improve our present curriculum offerings so that we can better meet the needs of our adult students. In order to do this, we need to collect information from our adult graduates. We consider you a very important source of information because you have earned your diploma through the Mott Adult High School.

A questionnaire is enclosed that we would like you to complete and return within the next week. This questionnaire was developed by Geraldine Irene in cooperation with the School of Education, University of Michigan and the Flint Public Schools. As Project Director, Geraldine Irene will be anxiously awaiting your response.

To help us would you please take the time to fill out the enclosed questionnaire as soon as possible and return it in the stamped, self-addressed envelope by December 20, 1973. If you have any questions that would need further explanation, please feel free to call 238-1631, Ext. 230.

Your participation in this survey is vital to the improvement of our Adult High School program. We are sincerely interested in learning what and how you are doing.

Thank you for your cooperation.

Yours very truly,

Nickolas Manych
Principal

Geraldine Irene
Projects Director

Enclosure

JOSEPH BLAIZE
CORD. INDUST. TECH.
EXT. 574

VERA BOGRAKOS
STAFF SPEC.
785-4473

KENT COPEMAN
CORD. BASIC ED.
EXT. 460

EARL EMERY
CORD. BUS. ED.
EXT. 223

APPENDIX B

FOLLOW-UP LETTER CONCERNING PARTICIPATION

Mott Adult High School
1231 East Kearsley Street
Flint, Michigan 48503

Dear Mott Adult High School Graduate:

We need your help! You may remember that a questionnaire was mailed to you for your response so that we may attempt to improve our present curriculum offerings and better meet the needs of our adult students.

If you have not already done so, please take time to fill out the questionnaire and return it as soon as possible in the self-addressed, stamped envelope. Geraldine Irene, Project Director, will be anxiously awaiting your response.

It will only take about twenty minutes of your time and your participation in the survey is vital. We are sincerely interested in what and how you are doing.

Thank you for your cooperation.

Yours very truly,

Nicholas Manych
Principal

Geraldine Irene
Projects Director

APPENDIX C

QUESTIONNAIRE

MOTT ADULT HIGH SCHOOL

1231 E. Kearsley Street, Flint, Michigan 48503

DIRECTIONS: In each category below, please mark the response that best describes you by checking in the appropriate box ( ).

1. My age is

( ) 16 - 20
( ) 21 - 30
( ) 31 - 40
( ) 41 - 50
( ) 51 - 60
( ) 61 +

2. I am

( ) Male
( ) Female

3. My race is

( ) White
( ) Black
( ) Other (specify)_____

4. My marital status is

( ) Single
( ) Married
( ) Separated
( ) Divorced
( ) Widowed

ANSWER ONLY IF YOU ARE MARRIED:

4a. My husband's or wife's highest level of schooling was:

( ) Less than fifth grade
( ) Fifth to eighth grade
( ) Some high school
( ) High School graduate
( ) Some college
( ) Completed at least one college degree

5. Do you have any children?

( ) Yes
( ) No

ANSWER ONLY IF YOU HAVE CHILDREN:

5a. Please check the appropriate age group(s) for your child or children. If you have more than one child in any age group, put the number of children in the box in front of the age group.

( ) 0 - 5 years
( ) 6 - 11 years
( ) 12 - 14 years
( ) 15 - 18 years
( ) Older than 18 years

6. How many years of school did your parents finish?

Your mother:	Your father:
( ) Less than fifth grade	( ) Less than fifth grade
( ) Fifth to eighth grade	( ) Fifth to eighth grade
( ) Some high school	( ) Some high school
( ) High School graduate	( ) High School graduate
( ) Went to college	( ) Went to college

7. Which grade did you finish before you first dropped out?

( ) Below grade five
( ) Between fifth and eighth grade
( ) Ninth grade
( ) Tenth grade
( ) Eleventh grade
( ) Twelfth grade

8. Why did you want to go back to get a high school diploma?

( ) A friend encouraged me
( ) My family encouraged me
( ) I wanted to for personal benefit
( ) I needed it for a job
( ) To get a better job
( ) Other (Please comment)_____

9. Since you got your high school diploma, have you taken anymore classes or training?

( ) Yes
( ) No

If you answered yes, list the classes you have taken.

_____

_____

10. Do you think you still need more education or training?

( ) Yes
( ) No
Comment_____

11. Before you get your high school diploma, did you have a steady job?

( ) Yes
( ) No
Comment_____

12. What is your present occupation? Check the one which best describes your primary occupation.

( ) Factory worker
( ) Shop Foreman
( ) Clerical or office worker
( ) Sales clerk or door-to-door canvassing, etc.
( ) Personal service (maid, housecleaning, etc.)
( ) Policeman, fireman, etc.
( ) Camp counselor, YMCA worker
( ) Social work
( ) Surveying, drafting, etc.
( ) Farmer, or farmworker
( ) Auto or real estate selling, etc.
( ) Public relations work
( ) Small business owner or operator
( ) Professional (doctor, lawyer, teacher, librarian, etc.)
( ) Homemaker
( ) Unemployed
( ) Other (please specify)_____

13. Have you changed jobs since you got your diploma?

( ) Yes
( ) No

13a. If you did change your job, is the new job a better one?

( ) Yes
( ) No
Explain_____

14. What most made you choose your present job? Check one.

( ) Interested in the job
( ) Influence of family
( ) Influence of friends
( ) Opportunities available
( ) It is all I am able to do
( ) First job offered
( ) Money
( ) Was unemployed
( ) Other_____

15. If you are now working, how much more are you earning than before you got your diploma?

( ) Quite a bit more
( ) More but not much more
( ) About the same
( ) Lower

16. Please list any ways the Mott Adult High School program helped you.

17. Please list any ways in which you feel the Mott Adult High School program can be made better.

18. What year did you graduate from the Mott Adult High School?

( ) 1962
( ) 1963
( ) 1964
( ) 1965
( ) 1966
( ) 1967
( ) 1968
( ) 1969
( ) 1970
( ) 1971
( ) 1972
( ) 1973

DIRECTIONS: Listed below are a number of statements about your feelings. Please respond to each question using the scale listed below. Be sure to make two responses for each statement: (a) one describing how you felt before you started Adult High School, and (b) one describing how you felt after you completed your diploma in Adult High School.

SCALE: Circle number 1 if you strongly agree
2 if you agree
3 if you are not sure
4 if you disagree
5 if you strongly disagree

EXAMPLE: Statement	How I felt before I started Adult High School.	How I felt after I completed my diploma in Adult High School.
I feel good about school.	1 2 3 4 5	1 2 3 4 5

Statement	How I felt before I started Adult High School.	How I felt after I completed my diploma in Adult High School.
1. I can do things as well as most other people.	1 2 3 4 5	1 2 3 4 5
2. I do not feel I have much to be proud of.	1 2 3 4 5	1 2 3 4 5
3. I get the feeling that I am not a part of things going on around me.	1 2 3 4 5	1 2 3 4 5

	Statement	How I felt before I started Adult High School.	How I felt after I completed by diploma in Adult High School.
4.	I am satisfied with my life.	1 2 3 4 5	1 2 3 4 5
5.	I worry about what other people think of me.	1 2 3 4 5	1 2 3 4 5
6.	I feel my financial future looks promising.	1 2 3 4 5	1 2 3 4 5
7.	When I look back at my life, I feel I missed out.	1 2 3 4 5	1 2 3 4 5
8.	I do what I think is right no matter what others think of me.	1 2 3 4 5	1 2 3 4 5
9.	My family is proud of me.	1 2 3 4 5	1 2 3 4 5
10.	My friends ask my advice on things.	1 2 3 4 5	1 2 3 4 5
11.	I can accept suggestions from others.	1 2 3 4 5	1 2 3 4 5
13.	I sometimes feel that life is not very useful.	1 2 3 4 5	1 2 3 4 5

	Statement	How I felt before I started Adult High School.	How I felt after I completed my diploma in Adult High School.
14.	I have a good feeling about myself.	1 2 3 4 5	1 2 3 4 5
15.	My family asks my help on things.	1 2 3 4 5	1 2 3 4 5
16.	I do not have good feelings about myself.	1 2 3 4 5	1 2 3 4 5
17.	I feel I can learn more by working than by going to school.	1 2 3 4 5	1 2 3 4 5
18.	The more education a person has, the better he is able to enjoy life.	1 2 3 4 5	1 2 3 4 5
19.	Education is not helpful in getting a job.	1 2 3 4 5	1 2 3 4 5
20.	Adult high school classes are useful.	1 2 3 4 5	1 2 3 4 5
21.	Money spent on education is wisely spent.	1 2 3 4 5	1 2 3 4 5
22.	I want my children to have a high school education.	1 2 3 4 5	1 2 3 4 5

	Statement	How I felt before I started Adult High School.	How I felt after I completed my diploma in Adult High School.
23.	A high school education is worth all the time and work because I derive a sense of achievement.	1 2 3 4 5	1 2 3 4 5
24.	I get more education from experience than from classes.	1 2 3 4 5	1 2 3 4 5
25.	I want my children to have more than a high school education.	1 2 3 4 5	1 2 3 4 5
26.	A person with a formal education can advance more rapidly in business and industry.	1 2 3 4 5	1 2 3 4 5
27.	Parents should not be required to send their children to school.	1 2 3 4 5	1 2 3 4 5
28.	A high school education makes a person a better citizen.	1 2 3 4 5	1 2 3 4 5
29.	Most people need a high school education.	1 2 3 4 5	1 2 3 4 5

	Statement	How I felt before I started Adult High School	How I felt after I completed my diploma in Adult High School.
30.	School gave me a chance to do something for myself.	1 2 3 4 5	1 2 3 4 5
31.	A good reason for getting more education is to get a job.	1 2 3 4 5	1 2 3 4 5
32.	I enjoyed high school because it gave me a chance to learn many useful and interesting things.	1 2 3 4 5	1 2 3 4 5
33.	Classes have done little to help me with the real problems that I have.	1 2 3 4 5	1 2 3 4 5
34.	Even if I could get a good job without it, I would still want a high school diploma.	1 2 3 4 5	1 2 3 4 5

DIRECTIONS: Listed below are a number of statements about your degree of participation in community activities. Please respond to each question using the scale below. Be sure to make two responses for each statement: (a) one describing how you felt before you started Adult High School, and (b) one describing how you felt after you completed your diploma in Adult High School.

SCALE: Circle number 1 if very heavy participation
2 if above average participation
3 if average participation
4 if below average participation
5 if no participation

Statement	How I felt before I started Adult High School.	How I felt after I completed my deploma in Adult High School.
1. I have taken part in school activities such as school millage campaigns, school board meetings, or other school committees, etc.	1 2 3 4 5	1 2 3 4 5
2. I have taken part in political activities such as voting, campaigns, or held some political office, etc.	1 2 3 4 5	1 2 3 4 5
3. I have taken park in religious activities such as attending church, participation in youth work, group study, or have held office in a religious organization, etc.	1 2 3 4 5	1 2 3 4 5

	Statement	How I felt before I started Adult High School.	How I felt after I completed by diploma in Adult High School.
4.	I have taken part in community activities such as scouts, Lions Club, Kiwanis, Rotary or other similar service clubs.	1 2 3 4 5	1 2 3 4 5
5.	I have taken part in cultural activities such as attendance at local live theater, visted an art museum, listened to band concerts, or joined local study groups, and visited the planetarium, etc.	1 2 3 4 5	1 2 3 4 5
6.	I have taken part in local recreational programs such as YMCA, YWCA, bowling, baseball, swimming, etc.	1 2 3 4 5	1 2 3 4 5
7.	I have taken part in social programs such as fraternities, card clubs, veterans organizations, etc.	1 2 3 4 5	1 2 3 4 5
8.	I have taken part in other things such as_____ _____ _____ _____	1 2 3 4 5	1 2 3 4 5

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