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**ADULT LEARNER PERSISTENCE IN HIGH SCHOOL
COMPLETION PROGRAMS**

By

Jon Tomlanovich

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1988

6139397

ABSTRACT

ADULT LEARNER PERSISTENCE IN HIGH SCHOOL COMPLETION PROGRAMS

By

Jon Tomlanovich

The purpose of this study was to explore the motivational factors that prompted adult students to return to an adult high school completion program. In addition, it compared and contrasted the identified motivational factors between adult high school completion students who persisted toward and earned their high school diploma or a general education development (GED) certificate and those students who were nonpersisters.

A survey/questionnaire was developed and administered to gather data for the study. The instrument was refined into its final form following a pilot study. A sample of 116 students from mid-Michigan area adult high school completion programs was identified, 69 of whom were defined as completers and 47 as noncompleters. The data gathered were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive data (frequencies and percentages) were compiled on all items. In addition, the chi-square test was used in analyzing specific items.

Summary of Findings

1. An adult's decision to leave an adult program may not lie in extrinsic factors, but rather within the individual student.

2. Persisters and nonpersisters identified the same basic reasons for returning to an adult high school completion program. Chief among those reasons was a desire for self-improvement and satisfaction.

3. Persisters and nonpersisters identified common services available through adult high school classes as important benefits in attracting them to adult education programs.

4. Persisters and nonpersisters showed no differences in their classroom-activity preferences.

5. Persisters and nonpersisters did not differ in their opinions of what constituted the satisfactory aspects of the adult education programs they attended.

6. A majority of persisters and nonpersisters found out about the adult high school completion program through a community flier or the school district newsletter.

7. Students who were defined in this study as nonpersisters may have believed they were only "stopouts" who had left school for a variety of reasons and fully intended to persist toward a diploma or GED.

8. Female students in this study were more persistent than male students. Also, older, married students persisted more often than younger, single adults.

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1988

For her encouragement, support, and love, this dissertation
is dedicated to my wife, Kathy.

ACKNOWLEDGMENTS

Deep appreciation is expressed to my parents, Donna and Tony Tomlanovich, for the opportunities they afforded me, their belief that all things were possible, and their abiding love, faith, and encouragement.

Special thanks to my advisor and friend, Dr. Howard Hickey, for his support and guidance, without which this dissertation would not have been completed.

Finally, thank you to the members of my doctoral committee for their guidance and help during my degree program.

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CHAPTER I

INTRODUCTION

In a July 26, 1984, memo to adult educators from Philip E. Runkel, former Superintendent of Public Instruction for the State of Michigan, the following was stated:

Approximately 797,000 adults in our state have less than ninth grade basic skills education, and it is estimated that 1,330,000 do not have high school diplomas. This translates into a draining away of private and public sector resources in terms of lost productivity and high unemployment and training costs, not to mention the immeasurable loss of human potential. It's no secret that we need your help and direction in dealing with this problem.

At the national level, data compiled by the National Advisory Council on Adult Education indicated that only 4.25% of adults without a high school diploma participated in basic education or high school completion programs during fiscal year 1976. In round numbers, only 3.3 million adults enrolled in these programs, although some 65 million adults lack a high school diploma.

Adult educators, who are charged with the task of reaching out to undereducated adults, are challenged to find the means necessary to carry out this task. Failure to accept this challenge to attract or motivate adult students back into the educational system will result in an even greater disparity between the educated and the

undereducated, in terms of both socioeconomic status and the comparable level of self-esteem and self-worth.

There is evidence that adults who do seek out educational activities seem to do so because of some significant change in their lives. Aslanian and Brickell's (1980) study of adults who returned to a learning activity showed that they were there to make some past, present, or future life transition. The authors took the reasons given by these adult students and classified them into seven life areas in which transition would take place: career, family, leisure, art, health, religion, and citizenship. The study showed that more adults learn in order to make transitions in their careers than for all other reasons combined.

Houle's (1961) analysis of adult motivation to learn established three classes of adult learners:

1. Goal oriented--adults who learn to accomplish specific objectives.
2. Activity oriented--adults who learn to develop social contacts and relationships with others.
3. Learning oriented--adults who learn for the sheer pleasure of acquiring knowledge for its own sake.

Cross (1981) found that those adults who do not initiate learning fail to do so because of three types of barriers:

1. Situational barriers--those arising from one's situation in life at a given time, such as a lack of time to perform home or job responsibilities, lack of transportation, or lack of child care.

2. Dispositional barriers--those referring to attitudes about learning and perceptions of oneself as a learner, such as feeling too old to learn, lack of confidence, or boredom with school.

3. Institutional barriers--those erected by learning institutions or agencies that exclude or discourage certain groups of learners due to inconvenient schedules, full-time fees for part-time study, or restrictive locations.

Statement of the Problem

As stated in the opening quotation from Philip Runkel, more than 2.3 million adults in Michigan alone have not graduated from high school. Although the work of such researchers as Aslanian and Brickell, Houle, and Cross has provided some insight into the adult learner, more data need to be collected about the adult high-school-completion student. To respond to the challenge of providing greater opportunities for individual adult students to reach the goal of a high school education, adult educators need to have more information concerning the reasons that motivate adult students to return to high-school-completion programs and to differentiate between persisters and nonpersisters.

Purpose of the Study

The purpose of this study was to explore the motivational factors that prompted adult students to return to an adult high-school-completion program. The writer attempted to contrast and compare the identified motivational factors between adult

high-school-completion students who persisted toward and earned their high school diploma or a general education development (GED) certificate and those students who were nonpersisters.

Importance of the Study

For the most part, adults are voluntary learners who return to the educational setting for a variety of reasons. Many adults who did not complete their high school education have experienced chronic failure in the traditional school setting. This history of failure can obviously affect the individual's self-confidence and personal self-esteem. This lack of confidence and low self-esteem, coupled with relatively low academic skill levels, can create significant barriers to participation in adult high-school-completion programs.

By documenting and collecting data from adults who have returned to a high-school-completion program and then comparing and contrasting persisters to nonpersisters, this research was designed to achieve two major purposes:

1. Practitioners in the field will be provided information concerning the motivational factors influencing adult students, which will help them improve the recruitment and retention of adult students, allow them to adapt counseling techniques to assure proper placement, develop instructional programs that meet identified needs, and generally be more responsive to the adult high-school-completion student.

2. Additional demographic data will be compiled concerning men and women who participate in adult high-school-completion programs.

This study could also be important in the larger context of equal educational opportunity. As Anderson and Darkenwald (1979) stated,

The principal concern for adult educators is to see that all Americans, regardless of race, age, sex, and socio-economic status, have equal access to the education and training opportunities that help to promote social mobility, economic independence, and social well being.

The study findings, implications, and recommendations can aid adult educators in their efforts to reach adults who have not availed themselves of the opportunity to complete their high school education.

Research Questions

This study was designed to provide information regarding the following questions:

1. What factors were reported by adults as contributing to their decision to return to and participate in an adult high-school-completion program?

2. What factors were reported by participants to contribute to their persistence or nonpersistence in an adult high-school-completion program?

3. What were the demographic characteristics of participants in adult high-school-completion programs?

Research Methodology

The data were gathered by means of a telephone survey/questionnaire administered to randomly selected adult high-school-completion students from 19 school districts in the central Michigan area. The research sample comprised 116 students, 69 of whom were classified as persisters and 47 of whom were identified as nonpersisters. In addition, 11 students were randomly selected from the original participants to be interviewed by the researcher to supplement the information derived from the questionnaire.

Questionnaire Development

After a careful search of the literature, the research of Deldin (1980) and Yates (1982) was consulted to assist in the development of the telephone survey/questionnaire. In addition, the evaluation and research department of the Ingham Intermediate School District was consulted in the process of developing the instrument. To establish the clarity and accuracy of the survey, the questionnaire was administered to a pilot sample of 10 adult high-school-completion students in an area school district not participating in the study. The telephone survey/questionnaire was also reviewed by a panel of experts made up of Lansing-area adult education administrators, as well as the researcher's doctoral committee. With minor modifications, the instrument was administered to the sample.

Delimitation and Limitations of the Study

The study was concerned only with students who were enrolled for the 1985-86 school year in the adult high-school-completion programs of the identified school districts. These individuals may not be representative of the students who preceded and/or will follow the identified school years.

The study was limited by factors inherent in the use of a survey or interview. The validity of the study was affected by the honesty and accuracy with which participants responded. Also, the demographic data generated in this study may vary in another setting. Therefore, the study findings may not be generalized beyond the participants in adult high-school-completion programs in suburban/rural midwestern cities/towns. The individuals identified as nonpersisters may ultimately return to complete programs. However, in this research they were labeled nonpersisters.

Also, this study aggregated all the data from the various school districts that made up the population. It is possible that this aggregation may have limited the actual differences that were present in an individual school district.

Definition of Terms

Adult education--The process by which men and women (alone and in groups) attempt to improve themselves by increasing their skills or knowledge, developing their insights or appreciations, or changing their attitudes; or the process by which individuals or

agencies attempt to change men and women in these ways (Axford, 1980).

Adult basic education (ABE)--A program for a person 16 years or older who functions at less than an eighth-grade level in reading, writing, and arithmetic (Michigan Statistical Abstracts, 1980).

High school completion--A program established to provide second-chance opportunities for adults who have not completed high school (Minzey & LeTarte, 1979).

General educational development (GED)--Tests designed to measure the equivalence of educational achievement in comparison to tests of achievement at the level of high school graduation. Criteria for eligibility to take the GED vary from state to state (Lilley & Perkins, 1977).

Motivational factors--Those things that incite an individual to act in a certain way or to make a change in his/her personal life (Kidd, 1973).

Self-esteem--The fundamental judgment (either conscious or unconscious) each person has about him/herself, his/her ability to be effective (deal with reality), and his/her sense of personal worth. It is the integrated sum of self-confidence and self-respect.

Situational barriers--Constraints arising from one's situation in life at a given time, such as lack of time to perform job or home responsibilities, lack of transportation, or lack of child care (Aslanian & Brickell, 1980).

Dispositional barriers--Constraints referring to attitude about learning and perceptions of one's self as a learner, such as feeling too old to learn, lack of confidence, or boredom with school (Aslanian & Brickell, 1980).

Institutional barriers--Those erected by learning institutions or agencies that exclude or discourage certain groups of learners due to inconvenient schedules, full-time fees for part-time study, or restrictive locations (Aslanian & Brickell, 1980).

Persister--An individual who had enrolled and participated in an adult high-school completion program for two or more consecutive terms. For the purposes of this study, completers and persisters were considered to be the same.

Nonpersister--An individual who, after enrolling and/or participating in an adult high-school-completion program, stopped attending the program. For the purposes of this study, a nonpersister was one who had been enrolled in fall 1985, stopped attending a program, and had not returned by summer 1986.

Summary and Overview

Chapter I contained a statement of the problem, the importance of the study, the research questions, methodology and questionnaire development, delimitations and limitations of the study, and definitions of terms. In Chapter II, a selected review of literature is reported. The two major topics of this review are existing theory concerning motivation and research related to attendance in adult education activities.

The design and methods of conducting the study are presented in Chapter III. This chapter includes a description of the source of the data, design and development of the survey instrument used to collect the data, and methods used in analyzing the data. The collected collected for the study are presented in Chapter IV. Analysis of the data concludes the chapter. Chapter V contains a description and summary of the findings, conclusions, suggestions for further research, implications for practice, and reflections.

CHAPTER II

REVIEW OF THE LITERATURE

The review of literature is divided into two major areas: (a) existing theory concerning motivation and (b) research related to attendance in adult education activities. It should be noted that there was a very limited amount of literature pertinent to attendance in adult education activities.

Motivational Theory

Motivation is a concept used to explain why organisms do what they do. An individual's behavior is basically goal oriented. That is, a specific action is motivated by a desire to attain some goal.

Kidd (1973) suggested that the complex field of motivation can be divided into two main views: "need reduction" and "positive striving." In the first, the individual seeks to satisfy basic needs such as hunger, thirst, sleep, and sexual appetites. This becomes the source of motivation for an individual performing certain activities. The "positive striving" view has many proponents, most of whom identify self-fulfillment as a motivating force combined with a need for the individual to enhance his/her relationships within society.

Kidd believed that the motivation of people depends on the strength of their motives. Motives are defined as a state or set of the individual that disposes him/her for certain behavior and for seeking certain goals. Motives are the "whys" of behavior, which arouse and maintain activity and determine the general behavior of an individual.

Classifying motivation as "need reduction" and "positive striving," Kidd pointed out that motives may lead either with approaching or avoiding behavior. He also distinguished between intrinsic and extrinsic motives. Intrinsic motives would be for the sake of the activity itself, whereas extrinsic motives would be pursued for some value associated with the activity.

Maslow (1943) directed his attention to motivation based on need. His focus was both on needs and human potentialities within the framework of a concern for human growth. Needs represent potentialities. These needs create forces within the individual, which motivate the person toward a goal.

Maslow called these forces "organismically based needs" and placed them in the following five well-known stages:

1. Gratification of bodily needs.
2. Safety insurance against pain and danger of life.
3. Love, affection, warmth, acceptance, a "place in the group."
4. Self-esteem, self-respect, self-confidence, feeling of strength and adequacy.
5. Self-actualization, self-fulfillment, self-expression, using one's capacities "to be the most one is capable of being."

Maslow's theory suggests that as the individual develops, he/she directs his/her activities toward the needs not yet achieved or others that are frustrated, rather than toward those that have been satisfied.

Much of the research dealing with motivation of adults has arisen from studies done in business and industry. Frederick Taylor, known as the father of scientific management, conducted studies on human motivation that are now considered classic. Taylor reasoned that if the individual who works hard receives the same reward as the "lazy" individual, the hard worker will lose interest in producing as much as possible.

Taylor (1919) studied each job, reduced the job to a series of timed and tested movements, set scientific time limits for the performance of each duty, and was able to establish production expectations for each job. With the production quotas set, it was possible to determine who was performing at, above, or below expectations. Taylor then developed a pay system that rewarded the worker for each piece he/she generated beyond the quota.

The classical theory of motivation assumes that money is the best motivator. It assumes that the individual will consciously choose the course that is most financially profitable.

Social needs, ego needs, and self-fulfillment needs, the top three levels of Maslow's hierarchy, fall into the human relations theory of motivation. This theory does not deal with the lower-level physiological and safety needs. Its view is that

motivation operates primarily in the satisfaction of higher-level needs.

Likert (1961) preferred to place emphasis in motivation upon the motivator. He encouraged managers to use many factors that will motivate. Such factors include economic motives, security motives, ego motives, curiosity, and the desire to be creative. Human relations theory places the emphasis on the manager rather than the employee. Money and security become tools of the motivator rather than the motivation in themselves.

Human relations theory also places emphasis on widespread participation and involvement in decision making. This ownership in the decision will have the effect of motivating the individual toward the accomplishment of the established goal.

Preference-expectation theory, which Vroom (1964) advanced, describes the manner in which the preference and expectation work on each other to determine motivation. Preference refers to the multiple possible outcomes an individual might have for any activity. If an individual works harder, several things might happen: higher pay, a promotion, or recognition. It is also possible that nothing may happen. Individuals have their preference for a specific outcome, but there is no guarantee that it will be the desired outcome.

However, the individual's preference alone does not explain the different levels of motivation demonstrated by different people. The other half of Vroom's theory involves the individual's expectation that the desired outcome can actually happen. A person

may place high value on bringing about a certain outcome, but if that person does not believe that he/she can influence what happens, no effort will be made to act. The greater the anticipation that the highly valued results depend on individual actions, the greater the motivation to act. The preference-expectation relationship recognizes the all-important factor of individual differences.

McGregor (1960) developed the concept of Theory Y and Theory X. He suggested that two basic theories underlie most forms of industrial organizations. Theory X is based on the assumption that the adult worker dislikes work and will try to avoid it at all costs; that people need to be directed, do not want responsibility, and have little personal ambition; and that the manager must coerce people to do their jobs. Theory Y suggests that workers enjoy their jobs, that there are many alternatives to force or assure good performance, that people like responsibility, and that many of them are creative individuals whose potential is untapped in the traditional industrial setting.

Herzberg (1959) contrasted true motivation and what he termed maintenance. He believed that what many see as motivating factors on the job are really only maintenance factors. Factors such as salary, recreation, and fringe benefits are important in maintaining the morale of employees and in keeping them satisfied. The absence of such factors leaves the individual dissatisfied, and his/her work declines. Herzberg called these "industrial hygiene" factors.

Maintenance seekers in work and education are primarily concerned with pay, working conditions, job security, and the like.

Motivating factors are factors of responsibility, growth, achievement, and other such "self-actualizing" efforts. Motivation seekers obtain their job satisfaction from the aforementioned factors, as well as from the work itself and earned recognition. They seem to enjoy work, strive for quality, and benefit professionally from the experience.

Attendance in Adult Educational Activities

The attendance of adults in educational activities has received little attention on the part of educational researchers. However, beginning in the early 1960s, studies were conducted to explore the motivation for adult attendance, as well as factors that influenced the adult student's withdrawal from the educational setting.

Houle (1961) identified three types of adult education participants: goal oriented, activity oriented, and learning oriented. Goal-oriented students sought out adult education to achieve specific objectives. The activity-oriented adult took part in order to make social contacts and to establish personal relationships. The learning-oriented students were involved for the sheer pleasure of acquiring knowledge.

Later researchers have suggested that Houle's theory is not a complete explanation of participant motivation. In recent research, motives for participation have clustered into such factors as the following (Klevins, 1978):

1. Escape/stimulation--to get relief from boredom, to remedy deficiencies in social life and educational background.

2. Personal advancement--to gain knowledge, attitudes, and skills that will assist job advancement.

3. Social welfare--to acquire knowledge, attitudes, and skills that can be applied in achieving social or community objectives.

4. Social contact--to meet new friends, remedy deficiencies in social life, and enjoy group activities.

5. External expectations--to carry out the expectations of some person with authority such as a priest, physician, employer, or teacher.

6. Cognitive interest--to learn just for the sake of learning.

Verner and Davies (1964) located 30 studies, some of which dated back to 1928, which dealt with some aspect of attendance in adult education. The studies reviewed a variety of educational settings and had varying levels of statistical analysis. However, Verner and Davies's research showed that statistically measurable differences were found between adult students who withdrew and those who persisted.

A number of the studies that Verner and Davis examined showed that young adults withdrew more frequently than older adults, with women having a greater tendency than men to withdraw. Some of the studies indicated that those students enrolled for high school completion, hobby skills, or job advancement withdrew less frequently than those enrolled for other purposes. Although distance traveled to class did not appear to affect attendance, the

number of times classes met was found to influence attendance. Persistence was better in classes that met once a week than for any other pattern.

In these studies, student satisfaction was shown to influence adult persistence. Students who withdrew tended to be much less satisfied with the instruction they received than those who persisted. The studies showed that the factor ranked first by students for withdrawal was school-related reasons. Students cited as problems the registration process, teaching methods, and need for facility and material improvements.

Verner and Davies concluded that age, education, marital status, occupation, income, and rate of social participation appeared to be related to persistence in attendance. They went on to say that those people who did not normally participate actively in the life of the community were more apt to discontinue attendance in adult education.

Dickinson and Verner (1967) studied characteristics to look at those students who withdrew from adult education classes and those who persisted. The characteristics used were age, gender, marital status, number of dependents, educational level, occupation, previous attendance in adult education courses, and years of residence in a school district. Verner and Dickinson also studied subject matter, course length, and travel time to class. Students who did not attend the last two sessions of their course were defined as having withdrawn.

In the area of subject matter, general-interest courses were found to have more persisters than did academic or vocational classes. The researchers found age, marital status, dependents, occupation, and previous participation in adult education were statistically significant characteristics when persisters were compared to dropouts. Dickinson and Verner concluded that persistent attenders were older, married housewives who had children, whereas dropouts were younger and usually single.

In 1971, Boshier began what would turn out to be a series of research projects in which he examined the motivation of adults to participate in educational activities. In his first study, Boshier sought to identify the differences between those factors that motivated male and female participants, as well as the relationship between withdrawal from adult education classes and the original motive for attending those classes. Using the Educational Participation Scale (EPS) (Boshier, 1971a), Boshier looked for detailed reasons for participation.

Women were found to be more likely than men to enroll in classes for social or academic reasons. Persisters tended to enroll to seek some "practical benefit," whereas dropouts had originally enrolled for social motives. The researcher did not go so far as to say that the variables caused either persistence or withdrawal, but there was a statistical relationship. Boshier was also concerned about a large percentage of unexplained variance for items on the EPS. He concluded that variables other than the gender of the student were key in influencing an adult to enroll in a class.

Boshier helped develop the Dropout Prediction Scale (DPS) in 1972 to conduct his second major study. The DPS was designed to determine whether there was a statistical link between the student's beginning attitude toward dropping out of a class and actual withdrawal from that class. The researcher had a selected sample of adults complete the "persister" form of the DPS scale, and a number of adults completed the "dropout" form of the test.

Boshier found that adult students who saw the persistent adult student to be more admirable than the dropout adult student were more likely to persist in their own classes than those who saw dropouts as more admirable or the same as persisters. Boshier went on to conclude that non-course-related reasons for dropping out were often used as an excuse for what was actually a course-related reason. He also said that it was easier for administrators of adult education programs to accept noncourse reasons for withdrawal because they would not have to respond at the same level as if course-related reasons were identified as the reason for withdrawal.

In 1973, Boshier sought to explain adult education participation and withdrawal through the development of a model. His basic concept was that withdrawal from an educational activity is another indicator of nonparticipation variables, which are related to one another. Boshier said that participation and withdrawal come from "an interaction of internal psychological and external environmental variables." The adult student's personal attitude and self-image and attitude about the educational

environment determine whether he/she enrolls in a class and either persists or withdraws.

In his previous work, Boshier said that adult students were either "deficiency" or "growth" motivated. Deficiency-motivated adult students were unhappy with or frightened by their environment and were seeking to satisfy basic needs. Growth-motivated adult students were self-directed and used education as a way to express themselves.

In his model, Boshier saw the adult student trying to balance his/her inner harmony with the educational environment. When conflict arose between the person and the environment, the individual sought ways to bring those areas into balance again.

When deficiency reasons were the basis for an adult student's enrollment, there was already an internal conflict that led to dissatisfaction with the educational environment. Those adults who enrolled for growth reasons found congruence with themselves and satisfaction with the educational environment.

Boshier supported his model by gathering data from three educational institutions in Australia. The results indicated that, in all three institutions, adults enrolled for deficiency motives were significantly more inclined to withdraw than were persons enrolled for growth reasons. Some of Boshier's findings were:

1. Men were neither more nor less inclined to withdraw than were women.
2. Participants 20 to 30 years of age dropped out more than did older (31 to 39) participants.

3. Age of children and child-care arrangements while the parent attended class were not related to withdrawal.

4. Those who used public transportation withdrew more frequently than those who used private transportation.

Boshier charged administrators to seek ways to match the educational needs of adult students with the appropriate educational environment.

Aslanian and Brickell (1980) found evidence that adult students sought out educational activities because of some significant change in their lives. This study of adults who returned to a learning activity showed that they were there to make some past, present, or future life transition. The researchers took the reasons given by these adult students and classified them into seven life areas in which transition would take place: career, family, leisure, art, health, religion, and citizenship. Aslanian and Brickell found that more adults learned in order to make transitions in their careers than for all other reasons combined.

Cross (1981) found that adults who did not initiate learning failed to do so because of three types of barriers:

1. Situational barriers--those arising from one's situation in life at a given time, such as a lack of time to perform home or job responsibilities, lack of transportation, or lack of child care.

2. Dispositional barriers--those referring to attitudes about learning and perceptions of oneself as a learner, such as feeling too old to learn, lack of confidence, or boredom with school.

3. Institutional barriers--those erected by learning institutions or agencies that exclude or discourage certain groups of learners due to inconvenient schedules, full-time fees for part-time study, or restrictive locations.

Deldin (1980) studied adult students who voluntarily withdrew from a major midwestern university. While the focus was on postsecondary education, Deldin's findings have implications for all adult educators. Deldin reported the major reasons cited most often by adult students for withdrawing during an ongoing term were: conflict between job and studies, found study too time consuming, home responsibilities were too great, need a temporary break from studies, personal problems, and not enough money to go to school.

In general, adult students who withdrew seemed most satisfied with the university in general and its location, the quality of the faculty, and the intellectual stimulation. The adults seemed least satisfied with the scheduling of classes, the cost of attending the university, the amount of contact with instructors, the academic advising services, getting into desired classes, and opportunities to interact with peers.

Yates (1982) studied women in a large midwestern city who had returned to complete a high school education. Her major findings were:

1. Women who participated were single, predominantly white, unemployed, and had incomes below \$5,000.

2. The primary motivating factors for participating in a high-school-completion program were to obtain a high school diploma and to further their educational and career plans.

3. The variety of times when classes were offered and individual learning seemed to satisfy the perceived educational needs of the women studied.

Wilkinson (1982) looked at reasons why students dropped out of programs in Hampshire, England. The researcher found that most students who stopped attending classes did so for personal reasons rather than because of any dissatisfaction with the class. He also concluded from the findings of the study that there can be problems trying to integrate new students into classes where students know each other from similar classes in previous years. There were particular problems with some classes because of the variety of student abilities, experiences, and expectations. Clearer course description and more effective pre-course counseling would help reduce but probably never completely eradicate such problems, according to Wilkinson. He concluded that whatever the reason many students miss classes, their permanent dropout is often caused by a secondary reason--apprehension at returning to their studies after losing the continuity in their learning.

Irish (1980) talked about reaching the least-educated adults. She pointed out that the least-educated adults may have experienced chronic failure in school. For this reason they may be fearful about returning to that setting. Lack of self-confidence and low self-esteem, coupled with low verbal facility and low perceived

value of education, commonly create high barriers to participation. She identified other psychological attributes which were commonly found among adults who had had life histories characterized by low income, minority-group status, and limited options in areas such as work, housing, and health care. These included insecurity, fatalism, low aspirations, limited time perspective, dependency, localism, and lack of empathy. Adults with such attitudes cannot be expected to make the decision to participate in adult education activities without a great deal of encouragement and support.

Long (1983) conducted research using Boshier's Education Participation Scale (EPS), which broke down adult participation in adult basic and secondary education into four motivational orientations of Social Contact/Community Service/External Expectations, Professional Advancement, Escape-Social Stimulation, and Cognitive Interest. Long suggested that effective recruitment advertising should seek to appeal to these four basic areas. His research showed that nonwhites (blacks and Southeast Asians) were significantly more motivated to attend adult basic and secondary education for Escape-Social Stimulation and Professional Advancement than were whites. Age was the most discriminating variable in the study. Students 16 to 20 years were significantly more motivated by Social Contact/Community Service/External Expectations than were those over 36. Students between the ages of 16 and 35 were significantly more motivated by Professional Advancement than those over 36. Students 36 or older were significantly more motivated by

Cognitive Interest than those 16 to 35, and students 21 to 35 were significantly more motivated than those 16 to 20. Long concluded that older adult students regarded adult secondary education as a means for intellectual stimulation.

Brockett (1983) discussed self-directed learning and the hard-to-reach adult student. Hard-to-reach adults included individuals of low socioeconomic status, persons in their later years, and individuals who, because of physical handicaps or geographic location, were isolated from educational opportunities. Brockett stated that, to reach these individuals, adult educators need to do three things: (a) they need to look beyond institutionally based definitions of participation when considering the learning activities of hard-to-reach adults, (b) they should aim their efforts at settings other than formal educational institutions, and (c) they need to be cognizant of their responsibility to the learner and know when the intervention of a facilitator can be viewed as more of a hindrance than a help.

Glustrom (1983) looked at the educational needs and motivations of non-high-school-graduate adults who did not participate in Adult Basic Education (ABE) programs. He reviewed research that looked at reasons adults did not participate in ABE programs. The research showed that the likelihood of participation declined markedly with age. The data also indicated that a significant number of the ABE-eligible population perceived themselves as not having basic skill deficiencies and as functioning satisfactorily without a high school diploma. For younger respondents, the most important variable

associated with returning to school was a "triggering event" in their lives. The significance of the triggering event was that it acted to raise the respondent's motivation. Triggering events included loss of job, death of a spouse, and parents no longer providing financial support.

Darkenwald (1984) looked at participation in education by young adults. He found that young adults, both men and women, were overwhelmingly goal oriented; they viewed education as instrumental to the achievement of specific competencies for performance in the adult roles related mainly to work and family life. The poorest, least-educated young adults participated, if at all, for survival reasons--mainly to obtain a high-school-equivalency (GED) diploma or the training necessary for getting a job.

For young men, and especially women, cost was the principal self-reported deterrent to participation in continuing education. Lack of time was also seen as a significant constraint. Psychosocial barriers, such as negative attitudes and lack of confidence in one's learning ability, were more pronounced in older than younger adults and among the poorest and least-educated, irrespective of age. Recent high school dropouts comprised the hardest to reach segment of the adult population. Often indifferent or hostile toward education, frustrated, and often embittered by their experiences in school and without self-confidence and encouragement from family and peers, they were not eager to continue their education or likely to persist when they attempted to do so.

Norris (1985) enrolled in classes in order to take a wider view of adult participation in classes. He suggested a number of pointers toward hypotheses. These were:

1. The processes involved in being a member of a class may be as important as the learning gained from the class.

2. A student's commitment to the student role may be predicted by his commitment to homework and his willingness to engage in class activities.

3. The kind of interaction possible within the class is largely determined by the style and methods of the teacher.

4. The managerial concepts of positive and negative motivating factors can usefully be applied in understanding a classroom situation.

5. Expected benefits from a class may lead a student to enroll, but the satisfaction gained from the class, leading to continued participation, may be different.

6. Students may have two independent kinds of motivation, one related to social needs and the other to serious study. A particular class may satisfy either or both of these sets of needs.

7. Attending a class may be a subsidiary aspect of a more important leisure or work activity.

May (1985) did an exploratory study into the attitudes and attendance behavior of adult students. May predicted that where there was a considerable discrepancy between expectation and satisfaction, nonattendance and dropping out of class would result. She hypothesized that overall satisfaction would be influenced by

motivation, attitude toward class content, attitude toward teacher's qualities, affective and personality variables, and demographic variables indicating external pressures on the students.

Mental stimulation, self-improvement, and interest in a specific subject were all given as the most important motives for returning to education. There was a significant association between feelings of confidence at the first class session and past schooling.

No differences in external pressures or demographic variables were found between students who dropped out and those who continued to attend regularly. Students who continued to attend regularly reported that their teachers were easy to understand, treated students as adults, and were able to take criticism and answer questions. There was a significant difference between regular attenders' perception of their teachers and that of the dropouts, which demonstrated that regular attenders found their teachers to be interesting, encouraging, and demanding, whereas students who dropped out perceived their teachers as lacking in those qualities. There was a highly significant difference in overall satisfaction between regular attenders and dropouts; attenders reported considerably more satisfaction than did dropouts.

May suggested three main implications for adult teachers:

1. Teachers need to facilitate both student participation and interaction in the classroom.

2. Teachers need to challenge and overtly encourage each student in class.

3. The majority of students need to be given an initial opportunity to "learn how to learn."

The researcher noted that although students had been defined as dropouts for the purpose of the study and were often considered as having permanently dropped out by their teachers, they did not appear to consider themselves as having dropped out of adult education. Even the extremely dissatisfied commented that although a particular class and teacher had not been satisfactory, they would try again.

The predictor of stated overall satisfaction was the educational content of the class, but the students' actual attendance behavior was predicted by their perception of the teachers' qualities rather than by the reason given for overall satisfaction.

Langenbach and Korhonen (1988) looked at persisters and nonpersisters in graduate-level, nontraditional liberal education programs. Their findings associated persistence with age, but not with marital status or grade point average. The age findings suggested that older adults who more recently received their last degree were more likely to persist. Findings in the area of personal variables suggested a trend or pattern versus statistical consistency. Nonpersisters tended to rate themselves more highly on traits and abilities. The researchers were unsure whether this overrating was a genuine trend, but they were tempted to infer a

"bluster syndrome" associated with nonpersisters. They closed their study with the statement that most adults have multiple, complex, and highly personal reasons for participation and persistence.

Summary

This chapter contained an overview of selected literature concerning existing motivational theory and research addressing attendance in adult educational activities.

The motivational theory data indicated that adults pursue goals and objectives for a variety of reasons. All theories reviewed sought to explain the reasons adults attempted to achieve their identified goals. Although the information is useful, it does not provide the depth of insight into the motivation of adult education students necessary for practitioners to influence that level of motivation.

The existing research on attendance in adult education activities also has proven to be somewhat useful, but it is generally lacking in terms of addressing specifically the adult high-school-completion population. The purpose of this study was to attempt to address this population and the motivational factors that influence their decision to persist in or withdraw from their programs.

CHAPTER III

DESIGN OF THE STUDY

A description of the population, the instrument used in data collection, and the procedures followed in collecting and analyzing the data are included in this chapter.

The Population

The population of this study comprised adult students officially enrolled for the 1985-86 school year in the adult high-school-completion programs of the following Michigan public school districts: Lansing, Howell, Springport, Lakewood, Potterville, Waverly, Charlotte, St. Johns, Grand Ledge, Mason, Williamston, DeWitt, Eaton Rapids, Leslie, Laingsburg, Haslett, Okemos, and East Lansing. This population was taken from the Fourth Friday accounting form provided to the Michigan Department of Education by each district for official student enrollment reporting.

The communities included in this population represent a wide range of characteristics. Most of the cities or towns are suburban/rural in nature, with a relatively high socioeconomic level. Other than Lansing, these communities have a predominantly white ethnic composition.

The Sample

A random sample of 300 students was selected from the population. The individual school districts submitted the names of students on 3" x 5" cards, which were separated into two groups identified as (a) persisters and (b) nonpersisters. All cards from each school district were combined into the two identified groups of students. The cards for each group were shuffled, and 75 individual name cards were drawn from each group to make up the sample, with a goal of 50 actual interviews from each group. When the interviews were completed, the actual numbers were 69 completers/persisters and 47 nonpersisters, for a total sample of 116 individuals.

Instrumentation

A telephone survey/questionnaire was developed to retrieve relevant data in response to the research questions. (See Appendix A.) Data gathering for the development of the questionnaire began with the pertinent literature. The work of Deldin (1980) and Yates (1982) provided the most relevant information with respect to the development of the instrument. Deldin's research concerned students who had withdrawn from Michigan State University. Yates's study examined women who returned to complete a high school education from the same general geographic area.

The survey/questionnaire was developed with the assistance of the evaluation and research staff at Ingham Intermediate School District. Additional input was received from area adult educators who were actively involved in high-school-completion programs. A

panel of experts made up of Lansing-area adult education administrators reviewed the original questionnaire to help assure the clarity of the survey questions. The original instrument was also reviewed by the researcher's doctoral committee and revised to reflect their input.

A pilot study of the instrument was conducted with ten adults who were enrolled in an area adult high-school-completion program, to determine clarity and validity of the questions asked. No changes were made as a result of the pilot study.

As a part of the survey/questionnaire, students who were called as a part of the sample were asked if they would be willing to participate in a small-group discussion to talk face to face about their ideas regarding adult education programs. The formal questionnaire was the basis for these discussions. Students who expressed a willingness to participate were identified as persisters or nonpersisters. Five students from each group were randomly selected to participate in the small-group discussions. In actuality, seven persisters and four nonpersisters participated in the small-group discussions.

Data-Collection Procedures

Before administering the telephone survey/questionnaire, a training session was held for the volunteers who would be conducting the survey/questionnaire. The volunteers were teachers and support staff from the various adult education programs in the area. The training for the volunteers was done by an individual from the

Michigan Department of Education who did this type of training for opinion surveys conducted by the Department. The training stressed the need to deliver the instrument as printed to assure consistency and accuracy throughout the survey. This task of conducting the survey/questionnaire was made somewhat easier by the simple format of the survey/questionnaire, which was designed with little room for subjectivity. Because respondents had little opportunity for providing a wide range of answers, interviewers could accurately record responses. To assure further that the survey/questionnaires were delivered consistently, interviewers had the opportunity to role play the survey process as a part of the training.

The evening the survey/questionnaire was conducted, volunteers made calls from one central site. While the survey/questionnaires were being administered, the researcher and other adult education administrators were visually inspecting the range of data from interviewer to interviewer, in an attempt to ensure that there was consistency in the reporting.

One hundred sixteen students were surveyed: 69 persisters and 47 nonpersisters. All 116 surveys were used in the data analysis.

Following the completion of the survey/questionnaire, 11 students (seven persisters and four nonpersisters) participated in small-group discussions. The survey/questionnaire served as the discussion guide. One facilitator conducted all of the small-group discussion sessions.

The responses during these discussions were not included in the formal data analysis because the participants had already been surveyed as a part of the original sample. However, their responses were used to enrich and clarify the understanding of the data collected through the telephone survey/questionnaire.

Analysis of the Data

The data from the survey/questionnaire were coded and key punched onto standard 80-column computer data cards. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive data (frequencies and percentages) were compiled on all questionnaire items. In addition, the chi-square test was used in analyzing the data for Questions 1, 2, 3, 4, 5, 12, and 13 to determine whether persisters and nonpersisters differed significantly in their responses to those items. Chi-square was selected because it could answer questions about data existing in the form of frequencies. The question that needed answering when such frequency data were analyzed in this study was whether the frequencies observed in the sample deviated significantly from some expected population frequencies. (See Appendix B for a list of restrictions on the use of chi-square and the formula used to produce chi-square.)

Summary

This chapter contained a description of the methods and procedures used in this study, including the population and sample selection, instrumentation, and data-collection and data-analysis

procedures. The study included 116 students who participated in adult high-school-completion programs from 19 school districts in the greater Lansing area during the 1985-86 school year.

Data for the study were gathered by administering a telephone survey/questionnaire to the identified sample. The data were analyzed using the SPSS. Frequencies and percentages were used for all items, and the chi-square procedure was employed in analyzing responses to selected items in the survey.

CHAPTER IV

ANALYSIS OF DATA

This study was designed to (a) explore the factors that were reported by participants to contribute to and influence them to return to and participate in an adult high-school-completion program, (b) examine the factors that were reported by participants to contribute to their persistence or nonpersistence in an adult high-school-completion program, and (c) report the demographic characteristics of participants in adult high-school-completion programs.

This chapter is devoted to an analysis of the data collected from the sample (N = 116) through a telephone survey/questionnaire and focuses on the three areas described above. A description of the adult students in the sample in terms of various demographic variables is discussed in the first part of the chapter. The latter part is devoted to an analysis of factors that were reported to influence adults to return to adult high-school-completion programs and those factors reported to influence persistence or nonpersistence in such programs.

Frequencies and percentages were used in this study to examine the responses to the questionnaire. In addition, a chi-square test was administered in analyzing the data from questionnaire items 1,

2, 3, 4, 5, 12, and 13, to determine whether persisters and nonpersisters differed significantly in their responses to those items. Significance was established at the $\alpha = .05$ level. In this chapter, only those variables found to be statistically significant are presented in tabular form.

Demographic Characteristics of the Sample

The specific demographic variables that were examined were (a) gender, (b) marital status, (c) ethnic group, (d) age, (e) last grade attended, (f) yearly household income, and (g) current job status.

Gender

Table 1 shows the results of the survey/questionnaire as it related to the gender of the respondent. As can be seen, there were approximately equal numbers of female and male nonpersisters and almost three times as many female as male persisters.

Table 1.--Gender of respondents (N = 116)

Gender	Nonpersisters		Persisters	
	No.	%	No.	%
Female	23	48.9	53	76.8
Male	24	51.1	16	23.2

Table 2 shows the results of the chi-square test of this demographic variable. As can be seen, a statistically significant difference was found in the responses of persisters and nonpersisters. The table shows that there were fewer female nonpersisters ($fo = 23$) than expected ($fe = 30.8$) and more male nonpersisters ($fo = 24$) than expected ($fe = 16.2$). There were more female persisters ($fo = 53$) than expected ($fe = 45.2$) and fewer male persisters ($fo = 16$) than expected ($fe = 23.8$). These data show that females from this population were more likely to be persisters than were male students.

Table 2.--Results of chi-square analysis of the respondents by gender (N = 116).

Gender	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Female	23	30.8	53	45.2
Male	24	16.2	16	23.8

Chi-square = 9.61 $p < 3.84$

Marital Status

Table 3 indicates that equal numbers of nonpersisters were either married or single. Almost 50% of the persisters were married, with more divorced students than single students. Although no significance was found, the data suggest that single students in this population tended to be less persistent.

Table 3.--Marital status of respondents (N = 112).

Marital Status	Nonpersisters		Persisters	
	No.	%	No.	%
Married	19	42.2	33	49.3
Divorced	6	13.3	17	25.4
Single	19	42.2	14	20.9
Widowed	1	2.2	3	4.5

Ethnic Group

In the case of both nonpersisters and persisters, the largest ethnic group was white. Black students made up the second largest group of nonpersisters and persisters (Table 4).

Table 4.--Ethnicity of respondents (N = 116).

Ethnic Group	Nonpersisters		Persisters	
	No.	%	No.	%
White	41	87.2	57	82.6
Black	4	8.5	5	7.2
Hispanic	1	2.1	3	4.3
Indian	1	2.1	0	0
Other	0	0	3	4.3
Declined	0	0	1	1.4

Age

The largest number of nonpersisters were between 18 and 25. Students between 26 and 35 made up the next largest group. These age groups were exactly reversed in the persisters category, but no

statistically significant difference was found between the two groups. However, in general, older students in this population tended to be more persistent than younger students.

Table 5.--Age of respondents (N = 116).

Age	Nonpersisters		Persisters	
	No.	%	No.	%
Over 65	0	0	1	1.4
56-65	3	6.4	3	4.3
46-55	4	8.5	7	10.1
36-45	7	14.9	12	17.4
26-35	13	27.7	25	36.2
18-25	15	31.9	18	26.1
17 and under	5	10.6	3	4.3

Last Grade Attended

Table 6 shows that the largest number of nonpersisters last attended grade 11, and the next largest last attended grade 9. Persisters also had their largest number of respondents having last attended grade 11, with equal numbers of individuals having last attended grades 9 and 10.

Yearly Household Income

Nonpersisters who had an annual household income of \$5,000 to \$10,000 were the largest group of respondents; students who had an income of \$10,000 to \$15,000 were in second place. The largest group of persisters had an annual household income in the \$25,000 to \$35,000 range. The next largest group of persisters had an income

of less than \$5,000. No statistically significant differences were found (Table 7).

Table 6.--Last grade attended by respondents (N = 115).

Last Grade Attended	Nonpersisters		Persisters	
	No.	%	No.	%
Sixth	0	0	1	1.5
Seventh	0	0	1	1.5
Eighth	6	12.8	4	5.9
Ninth	11	23.4	15	22.1
Tenth	7	14.9	15	22.1
Eleventh	15	31.9	23	33.8
Twelfth	8	17.0	9	13.2

Table 7.--Yearly household income of respondents (N = 114).

Yearly Income	Nonpersisters		Persisters	
	No.	%	No.	%
Less than \$5,000	5	10.6	14	20.9
\$5,000-\$10,000	10	21.3	12	17.9
\$10,000-\$15,000	9	19.1	6	9.0
\$15,000-\$25,000	4	8.3	8	11.9
\$25,000-\$35,000	5	10.6	15	22.4
\$35,000 plus	6	12.8	8	11.9
Declined	8	17.0	4	6.0

Current Job Status

In the case of both persisters and nonpersisters, the largest number of respondents were employed full time (25 hours or more per

week). The second largest group in both categories was unemployed (Table 8).

Table 8.--Job status of respondents (N = 116).

Job Status	Nonpersisters		Persisters	
	No.	%	No.	%
Retired	2	4.3	1	1.4
Full time	25	53.2	26	37.7
Part time	8	17.0	8	11.6
Unemployed	10	21.3	19	27.5
Never employed	0	0	3	4.3
Homemaker	2	4.3	7	10.1
Other	0	0	5	7.2

Summary

The demographic data on adult students who were part of this research sample can be summarized as follows:

1. Approximately equal numbers of males and females were non-persisters. More than 75% of the persisters were females.

2. Equal numbers of nonpersisters were either married or single. Almost 50% of the persisters were married, whereas 25% were divorced.

3. A large majority of persisters and nonpersisters were white.

4. More than half of the nonpersisters and persisters were between the ages of 18 and 25.

5. The largest number of nonpersisters and persisters had last attended the eleventh grade.

6. More than half of the nonpersisters had an annual household income of \$15,000 or less. Thirty-four percent of the persisters had an annual income of \$25,000 or more. However, almost 21% of the persisters had an income of \$5,000 or less.

7. A larger percentage of nonpersisters than persisters were employed, but this difference was not statistically significant. This finding was also true when percentages of those respondents who were unemployed were compared.

8. The only statistically significant demographic variable was the gender of the respondent when comparing persisters to nonpersisters.

Analysis of Factors That Influenced Students to Return to an
Adult High-School-Completion Program and That Influenced
Persistence or Nonpersistence in an Adult
High-School-Completion Program

This part of the chapter is concerned with the analysis of factors that influenced adults to return to school and those factors that influenced either persistence or nonpersistence. Frequencies and percentages were used to analyze the data; the chi-square test was also applied to the information gathered. As in the first part of the chapter, only those variables found to be statistically significant through the chi-square test are presented in tabular form.

Reasons for Return to School

Table 9 presents reasons reported by the sample as important in the decision to return to school. It should be noted that the largest number of both persisters and nonpersisters cited "self-improvement or personal satisfaction" as their reason for returning to school. The second choice was "get a high school diploma." No statistically significant difference was found in any of the variables shown in Table 9 when the chi-square test was applied.

Table 9.--Frequencies and percentages of reasons cited as important for returning to school.

Reasons	Nonpersisters		Persisters	
	No.	%	No.	%
Self-improvement or personal satisfaction	44	93.6	66	95.7
Get a high school diploma	43	91.5	64	92.8
Get a job	32	68.1	45	65.2
Get job training or retraining	28	59.6	36	52.2
Increase family income	26	56.5	40	58.0
Meet new people	24	52.2	41	59.4
Get GED	23	50.0	20	40.6
Get promotion	13	28.9	23	33.3

Students in the sample were asked to determine which services available through adult high-school-completion programs were important benefits in attracting them to the adult education setting. Table 10 shows that nonpersisters and persisters indicated that the top three benefits that attracted them to the adult education setting were "variety of times of classes"; "closeness to

home"; and "reading, math, and writing courses." The chi-square test did not show any statistically significant difference in the benefits listed in Table 10.

Table 10.--Frequencies and percentages of services cited as important benefits in attracting respondents to the adult education setting.

Benefits	Nonpersisters		Persisters	
	No.	%	No.	%
Variety of times of classes	42	91.3	60	87.0
Closeness to home	35	76.1	49	71.0
Reading, writing, math courses	32	68.1	41	59.4
Job information	28	60.9	29	42.0
Parking	27	58.7	31	45.6
Counseling	23	48.9	36	52.9
Job placement	21	44.7	25	36.2
Social activities	21	44.7	27	39.7
Financial assistance	15	31.9	13	18.8
Transportation	13	27.7	12	17.6
Child care	13	27.7	10	14.9
Tutorial services	11	23.4	15	21.7

Table 11 presents the students' perceptions of how they preferred to learn in the adult classroom. Nonpersisters indicated that their top three preferences were "individual learning," "small groups," and "books and printed material." Persisters ranked their top three as "books and printed material," "small groups," and "discussion."

In applying the chi-square test, no statistically significant difference was found in any of the tested frequencies except for the variable "computers." Table 12 shows the results of the chi-square

analysis for this item. The table shows that more nonpersisters (fo = 30) liked the use of computers in the classroom than what was expected (fe = 25.2). Also, fewer persisters (fo = 33) liked the use of computers than what was expected (fe = 37.8).

Table 11.--Frequencies and percentages of classroom activities cited as being liked by respondents.

Classroom Activities	Nonpersisters		Persisters	
	No.	%	No.	%
Individual learning	41	89.1	53	79.1
Small groups	41	87.2	62	92.5
Books/printed material	39	84.8	64	92.8
Computers	30	78.9	33	57.9
Programmed learning	29	78.4	36	64.3
Discussion	36	78.3	61	88.4
Use of tapes, slides, film	32	78.0	44	66.7
Classroom lectures	31	78.0	50	75.8
Mostly reading/writing papers	25	55.6	38	56.7
TV classes	19	48.7	22	39.3

Table 12.--Results of chi-square analysis of responses to like or dislike the use of computers as a learning activity in the adult education classroom (N = 95).

Computers	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Like	30	25.2	33	37.8
Dislike	8	12.8	24	19.2

Chi-square = 4.5 p < 3.84

One questionnaire item concerned whether students were satisfied with various aspects of the adult education program. Table 13 shows that the number-one area of satisfaction for nonpersisters was a tie between "quality of teaching" and "location of classes." Persisters cited "location of classes" and "size of class" as their number-one area of satisfaction. Applying the chi-square test did not indicate any statistically significant difference in the variables included in Table 13.

Table 13.--Frequencies and percentages of aspects of the adult education program cited as satisfactory by respondents.

Program Aspects	Nonpersisters		Persisters	
	No.	%	No.	%
Quality of teaching (N=116)	46	97.9	67	97.1
Location of classes (N=116)	46	97.9	68	98.6
Attitude of teacher toward students (N=114)	45	97.8	66	97.1
Size of class (N=116)	45	97.8	68	98.6
Rules and guidelines (N=116)	45	95.7	62	89.9
Grading system (N=114)	44	95.7	66	97.1
Style of teaching (N=112)	42	95.5	65	95.6
Counseling services (N=99)	37	92.5	55	93.2
Attendance policies (N=116)	43	91.5	64	92.8
Chance to work with other students (N=112)	39	88.6	63	92.6
Types of classes offered (N=116)	39	83.0	58	84.1

Table 14 reflects responses to a question that was asked in a slightly different manner, depending on whether the respondent was a nonpersister or a persister. A list of reasons why a student might leave an adult high-school-completion program was read.

Nonpersisters were asked to tell the interviewer if each one was or was not a reason in their decision to leave the adult education program. Persisters, who were read the same list, were asked to identify those reasons they thought might influence a student to leave an adult education program.

Table 14.--Frequencies and percentages of items cited by respondents as a reason for leaving the adult education program.

Reason	Nonpersisters		Persisters	
	No.	%	No.	%
Conflict between job & school (N=111)	27	58.7	55	84.6
Family responsibilities (N=111)	21	45.7	39	60.0
Learned what I came to learn (N=111)	20	43.5	34	52.3
No time to study (N=109)	14	30.4	18	28.6
Classes offered at wrong time (N=110)	13	28.3	46	71.9
Inadequate study habits (N=110)	13	28.3	37	57.8
Lack of interest (N=111)	11	23.9	51	78.5
Personal problems (N=111)	9	19.6	41	63.1
Personal illness (N=110)	8	17.4	55	85.9
Accepted a job (N=110)	8	17.4	34	53.1
Course work not challenging (N=110)	7	15.6	21	32.3
Fear of not doing well (N=109)	7	15.6	38	59.4
Not enough money (N=110)	7	15.6	31	47.7
Didn't like teachers (N=111)	6	13.0	34	52.3
Child care not available	6	13.0	49	75.4
Family illness (N=111)	6	13.0	52	80.0
Marital situation (N=111)	6	13.0	44	67.7
Classes offered too far from home (N=111)	5	10.9	44	67.7
Lack of encouragement from spouse (N=110)	4	8.9	28	43.1
Death of a family member (N=111)	4	8.7	38	58.5
Low grades (N=111)	2	4.3	29	44.6
Courses too difficult	2	4.3	37	56.9
Moved out of area (N=111)	2	4.3	45	69.2
Lack of encouragement from family (N=111)	2	4.3	21	32.3
Lack of encouragement from friends (N=111)	0	0	19	29.2

In reviewing the responses, nonpersisters cited "conflict between job and school" as their number-one reason for leaving school, with "family responsibilities" in second place. Persisters thought the number-one reason for leaving was "personal illness" and that "conflict between job and school" was the second most likely reason an adult would leave school.

In applying the chi-square test to the 25 reasons cited in the questionnaire item, statistically significant differences were found on 21 of the variables. Using the same order in which variables were listed in Table 14, the following data are presented.

Table 15 shows that fewer nonpersisters ($fo = 27$) cited "conflict between job and school" as a reason for leaving school than was expected ($fe = 33.9$). More persisters ($fo = 55$) chose this area as a reason than was expected ($fe = 48.0$).

Table 15.--Results of chi-square analysis of "conflict between job and school" as a reason for leaving an adult education program ($N = 111$).

Conflict Between Job and School	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	27	33.9	55	48.0
Not reason	19	12.0	10	16.9

Chi-square = 9.38 $p < 3.84$

In reviewing Table 16, persisters chose "inadequate study habits" as a reason for leaving school more often (fo = 37) than expected (fe = 29.1). Nonpersisters chose this reason less often (fo = 13) than expected (fe = 20.9).

Table 16.--Results of chi-square analysis of "inadequate study habits" as a reason for leaving an adult education program (N = 110).

Inadequate Study Habits	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	13	20.9	37	29.1
Not reason	33	25.0	27	34.9

Chi-square = 9.43 p < 3.84

"Lack of interest" was chosen as a reason for leaving by fewer nonpersisters (fo = 11) than expected (fe = 25.7). Table 17 shows that persisters cited this reason more often (fo = 51) than expected (fe = 36.3).

Table 17.--Results of chi-square analysis of "lack of interest" as a reason for leaving an adult education program (N = 111).

Lack of Interest	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	11	25.7	51	36.3
Not reason	35	20.3	14	28.7

Chi-square = 32.5 $p < 3.84$

More persisters (fo = 41) than expected (fe = 29.3) chose "personal problems" as a reason for leaving school. Table 18 shows that fewer nonpersisters (fo = 9) than expected (fe = 20.7) chose this reason.

Table 18.--Results of chi-square analysis of "personal problems" as a reason for leaving an adult education program (N = 111).

Personal Problems	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	9	20.7	41	29.3
Not reason	37	25.3	24	35.7

Chi-square = 20.6 $p < 3.84$

Table 19 shows that fewer nonpersisters (fo = 8) chose "personal illness" as a reason for leaving school than was expected

(fe = 26.3). Persisters chose this reason more often (fo = 55) than expected (fe = 36.7).

Table 19.--Results of chi-square analysis of "personal illness" as a reason for leaving an adult education program (N = 110).

Personal Illness	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	8	26.3	55	36.7
Not reason	38	19.7	9	27.3

Chi-square = 51.38 $p < 3.84$

"Accepted a job" was chosen more often (fo = 34) by persisters as a reason for leaving an adult education than was expected (fe = 24.4). Nonpersisters chose this reason less often (fo = 8) than was expected (fe = 17.6) (Table 20).

Table 20.--Results of chi-square analysis of "accepted a job" as a reason for leaving an adult education program (N = 110).

Accepted a Job	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	8	17.6	34	24.4
Not reason	38	28.4	30	39.6

Chi-square = 14.5 $p < 3.84$

As shown in Table 21, nonpersisters cited "course work not challenging" as a reason for leaving an adult education program less often (fo = 7) than expected (fe = 11.5). Persisters chose this reason more often (fo = 21) than expected (fe = 16.5).

Table 21.--Results of chi-square analysis of "course work not challenging" as a reason for leaving an adult education program (N = 110).

Course Work Not Challenging	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	7	11.5	21	16.5
Not reason	38	33.5	44	48.5

Chi-square = 3.93 p < 3.84

Table 22 shows that persisters cited "fear of not doing well" as a reason for leaving school more often (fo = 38) than expected (fe = 26.4). Nonpersisters, on the other hand, chose this reason less often (fo = 7) than expected (fe = 18.6).

Nonpersisters thought that "not enough money" was a reason for leaving an adult education less often (fo = 7) than expected (fe = 15.5). More persisters (fo = 31) thought this was a reason than was expected (fe = 22.5) (Table 23).

Table 22.--Results of chi-square analysis of "fear of not doing well" as a reason for leaving an adult education program (N = 109).

Fear of Not Doing Well	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	7	18.6	38	26.4
Not reason	38	26.4	26	37.6

Chi-square = 20.9 $p < 3.84$

Table 23.--Results of chi-square analysis of "not enough money" as a reason for leaving an adult education program (N = 110).

Not Enough Money	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	7	15.5	31	22.5
Not reason	38	29.4	34	42.5

Chi-square = 12.15 $p < 3.84$

In Table 24, the data show that more persisters (fo = 34) cited "didn't like teachers" as a reason for leaving school than was expected (fe = 23.4). Nonpersisters chose this reason less often (fo = 6) than expected (fe = 16.6).

Table 24.--Results of chi-square analysis of "didn't like teachers" as a reason for leaving an adult education program (N = 111).

Didn't Like Teachers	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	6	16.6	34	23.4
Not reason	40	29.4	31	41.6

Chi-square = 18.01 $p < 3.84$

Persisters chose "child care not available" as a reason for leaving an adult education program more often (fo = 49) than expected (fe = 32.2). Nonpersisters cited this reason less often (fo = 6) than expected (fe = 22.8).

Table 25.--Results of chi-square analysis of "child care not available" as a reason for leaving an adult education program (N = 111).

Child Care Not Available	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	6	22.8	49	32.2
Not reason	40	23.2	16	32.8

Chi-square = 41.8 $p < 3.84$

Table 26 indicates that nonpersisters cited "family illness" as a reason for leaving school less often (fo = 6) than expected (fe =

24.0). Persisters cited this reason more often (fo = 52) than expected (fe = 34.0).

Table 26.--Results of chi-square analysis of "family illness" as a reason for leaving an adult education program (N = 111).

Family Illness	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	6	24.0	52	34.0
Not reason	40	22.0	13	31.0

Chi-square = 48.4 $p < 3.84$

Persisters chose "marital situation" as a reason for leaving an adult education program more often (fo = 44) than was expected (fe = 29.3). Table 27 shows that nonpersisters chose this reason less often (fo = 6) than expected (fe = 20.7).

Table 27.--Results of chi-square analysis of "marital situation" as a reason for leaving an adult education program (N = 111).

Marital Situation	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	6	20.7	44	29.3
Not reason	40	25.3	21	35.7

Chi-square = 32.49 $p < 3.84$

The data in Table 28 show that nonpersisters chose "classes too far away" as a reason for leaving an adult program less often (fo = 5) than expected (fe = 20.3). Persisters cited this reason more often (fo = 44) than was expected (fe = 28.7).

Table 28.--Results of chi-square analysis of "classes too far away" as a reason for leaving an adult education program (N = 111).

Classes Too Far Away	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	5	20.3	44	28.7
Not reason	41	25.7	21	36.3

Chi-square = 35.3 p < 3.84

Persisters reported "lack of encouragement from a spouse" as a reason for leaving an adult education program more often (fo = 28) than expected (fe = 19.0). Table 29 shows that nonpersisters chose this reason less often (fo = 4) than expected (fe = 13.0).

Table 30 shows that nonpersisters cited "death of a family member" as a reason for leaving an adult education program less often (fo = 4) than was expected (fe = 17.4). Persisters cited this reason more often (fo = 38) than was expected (fe = 24.6).

Table 29.--Results of chi-square analysis of "lack of encouragement from spouse" as a reason for leaving an adult education program (N = 110).

Lack of Encouragement From Spouse	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	4	13.0	28	19.0
Not reason	41	32.0	37	46.0

Chi-square = 15.06 $p < 3.84$

Table 30.--Results of chi-square analysis of "death of a family member" as a reason for leaving an adult education program (N = 111).

Death of a Family Member	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	4	17.4	38	24.6
Not reason	42	28.6	27	40.4

Chi-square = 28.4 $p < 3.84$

According to Table 31, persisters reported "low grades" as a reason for leaving school more often (fo = 29) than expected (fe = 18.2). Nonpersisters cited this reason less often (fo = 2) than expected (fe = 12.8).

Table 31.--Results of chi-square analysis of "low grades" as a reason for leaving an adult education program (N = 111).

Low Grades	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	2	12.8	29	18.2
Not reason	44	33.2	36	46.8

Chi-square = 21.69 $p < 3.84$

Table 32 indicates that persisters cited "courses too difficult" as a reason for leaving school more often (fo = 37) than was expected (fe = 22.8). Nonpersisters chose this reason less often (fo = 2) than expected (fe = 16.2).

Table 32.--Results of chi-square analysis of "courses too difficult" as a reason for leaving an adult education program (N = 111).

Courses Too Difficult	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	2	16.2	37	22.8
Not reason	44	29.8	28	42.2

Chi-square = 32.67 $p < 3.84$

As can be seen in Table 33, nonpersisters chose "moved out of area" as a reason for leaving an adult program less often (fo = 2)

than was expected (fe = 19.5). Persisters chose this reason more often (fo = 45) than expected (fe = 27.5).

Table 33.--Results of chi-square analysis of "moved out of area" as a reason for leaving an adult education program (N = 111).

Moved Out of Area	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	2	19.5	45	27.5
Not reason	44	26.5	20	37.5

Chi-square = 46.44 p < 3.84

Table 34 shows that nonpersisters cited "lack of encouragement from family" as a reason for leaving an adult program less often (fo = 2) than expected (fe = 9.5). Persisters chose this reason more often (fo = 21) than was expected (fe = 13.5).

Table 34.--Results of chi-square analysis of "lack of encouragement from family" as a reason for leaving an adult education program (N = 111).

Lack of Encouragement From Family	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	2	9.5	21	13.5
Not reason	44	36.5	44	51.5

Chi-square = 12.81 p < 3.84

More persisters (fo = 19) chose "lack of encouragement from friends" as a reason for leaving an adult program than expected (fe = 11.1). No persisters chose this as a reason (fo = 0), which was less than expected (fe = 7.9) (Table 35).

Table 35.--Results of chi-square analysis of "lack of encouragement from friends" as a reason for leaving an adult education program (N = 111).

Lack of Encouragement From Friends	Nonpersisters		Persisters	
	Obs. Freq.	Exp. Freq.	Obs. Freq.	Exp. Freq.
Reason	0	7.9	19	11.1
Not reason	46	38.1	46	53.9

Chi-square = 16.2 p < 3.84

Nonpersisters were asked two separate questions as a part of the telephone survey/questionnaire. The first question was, "Our records indicate that you have not been in school this past semester. Is this correct?" Table 36 shows the responses to this question.

The second question asked only of nonpersisters was, "Do you plan to return to school in the near future?" As shown in Table 37, more than 87% of the nonpersisters responded "Yes" to this question.

Table 36.--Frequencies and percentages of responses to question about nonpersisters' attendance in the past semester (N = 45).

No Attendance in Past Semester?	No.	%
Yes	43	95.6
No	2	4.4

Table 37.--Frequencies and percentages of nonpersisters' responses to "Do you plan to return to school in the near future?" (N = 41).

Response	No.	%
Yes	36	87.8
No	5	12.2

The final analysis of data collected as a part of the telephone survey/questionnaire addressed the way in which adults heard about adult high-school-completion classes in a specific community. Both nonpersisters and persisters ranked as their first two choices "community notice/flier" and "school district newsletter." The next highest source for nonpersisters was "family," whereas persisters used "newspapers" as their third-ranked source. Table 38 reflects the total responses to this question.

Table 38.--Frequencies and percentages of responses to "How did you hear about adult classes in your community?"

Source	Nonpersisters		Persisters	
	No.	%	No.	%
Family member (N=115)	11	23.4	16	23.5
Friend (N=116)	18	38.3	21	30.4
Teacher (N=115)	10	21.3	10	14.7
Television (N=115)	8	17.0	17	25.0
Radio (N=115)	11	23.4	9	13.2
Newspaper (N=115)	8	17.0	21	30.9
Community flier (N=113)	27	60.0	40	58.8
School newsletter (N=114)	22	46.8	34	50.7
Billboard (N=112)	7	15.2	14	21.2
Employer (N=110)	1	2.3	4	6.0

Small-Group Discussions

The final part of this chapter is concerned with the 11 adults who participated in the small-group discussions. Four of the adults were identified as nonpersisters, and seven were persisters. The purpose of the further discussions was to supplement the information obtained from the telephone survey/questionnaire.

The original questionnaire was used as the discussion guide. The responses to this discussion are reported in three areas: (a) initial interest in adult education, (b) factors that helped students stay in school, and (c) areas that needed improvement.

Initial Interest in Adult Education

Discussions showed that job training and ways to reach self-fulfillment were keys in drawing students to the classroom. Students said that pamphlets distributed by the various adult

education programs had sparked the interest of many, but the major source of information was word of mouth from participating students.

Factors That Helped Students Stay in School

The strongest positive factor cited by students was the attitude of teachers. Comments included such statements as: "They really are interested in you"; "They respect you as a person, in contrast to the superiority of high school teachers"; and "It makes you want to work when teachers are having fun."

Participants in the discussion felt that they had flexibility in scheduling courses and completing assignments in their classes. They thought this was very important to adults with families and/or jobs and was key in allowing students to participate and adjust their learning to other major responsibilities.

Most students found the social benefit from participating in adult education classes to be quite valuable. Making new friends at the time of waning or conflicting interests was described as a strong positive factor. In addition, small classes, providing the opportunity for a good "working relationship with the teacher," was an important bonus to the students in the discussions.

Areas That Needed Improvement

A considerable number of negative feelings were generated during the "early weeks of school." Complaints included (a) too many students with a bad attitude, (b) lack of personal recognition by teachers, and (c) dissatisfaction with the continual repetition

of introducing themselves and reviewing guidelines as students were added.

Several students criticized the requirement to continue attending a specific class after the course work had been completed, in order to fulfill the required number of class hours. Discussion also revealed that students desired additional elective courses, such as art, music appreciation, and self-improvement courses.

Many of the adults expressed a desire to be able to take study material home, as well as to have more up-to-date/current study materials. Although these students found the aid of counselors very valuable, their comments suggested that the availability of counselors varied considerably from district to district.

Summary

Frequencies and percentages were employed to analyze the data presented in this chapter. The chi-square test was also applied to the data to determine whether statistically significant differences existed at the .05 alpha level.

Reasons Cited for Returning to an Adult Education Program

1. Nonpersisters and persisters agreed on the first three reasons for returning to an adult education program: (a) self-improvement and satisfaction, (b) get a high school diploma, and (c) get a job.

2. Both nonpersisters and persisters cited "to get a promotion" as the least important reason for returning to school.

3. No statistically significant difference was found in the frequencies reported in this area.

Services Cited as Important in
Attracting Students to the
Adult Education Setting

1. Nonpersisters and persisters agreed on the top three services cited as important in attracting students to school: (a) variety of times of classes, (b) classes offered close to home, and (c) reading, writing, and math classes.

2. Nonpersisters cited "tutorial services" as least important, whereas persisters chose "child care" as least important.

3. No statistically significant difference was found when applying the chi-square test.

Classroom Activities Liked
by Respondents

1. Nonpersisters liked the following classroom activities (in order of preference): (a) individual learning, (b) small groups, and (c) books/printed material.

2. Persisters cited the following activities as their top three preferences: (a) books/printed material, (b) small groups, and (c) discussion.

3. Both groups chose "TV classes" as the least liked learning activity.

4. The difference in the responses of nonpersisters and persisters to the use of "computers" as a learning activity was found to be statistically significant. More nonpersisters than expected

liked the use of computers; fewer persisters than expected liked the use of computers in the classroom.

Aspects of the Adult Education
Program Cited as Satisfactory

1. Nonpersisters were satisfied most often with the following aspects of the adult program: (a) quality teaching and location of classes (tie), and (b) attitude of teachers toward students.

2. Persisters ranked their satisfiers as (a) location of classes and (b) size of classes.

3. Both groups were least satisfied with "types of classes offered."

4. The chi-square test showed no statistically significant difference in responses in this area.

Items Cited as Reasons for Leaving
An Adult Education Program

1. Nonpersisters cited "conflict between job and school" as the number-one reason for leaving an adult education program. Second place went to "family responsibilities."

2. Persisters saw "personal illness" as the number-one reason for leaving school, with "conflict between job and school" as the second most important reason.

3. Both nonpersisters and persisters thought "lack of encouragement from friends" was the least important reason for leaving school.

4. In applying the chi-square test to these responses, statistically significant differences were found on 21 of the 25 variables. Those variables are as follows:

- Conflict between job and school
- Inadequate study habits
- Lack of interest
- Personal problems
- Accepted a job
- Course work not challenging
- Fear of not doing well
- Not enough money
- Didn't like teacher
- Child care not available
- Family illness
- Marital situation
- Classes too far away
- Lack of encouragement from spouse
- Death of a family member
- Low grades
- Courses too difficult
- Moved out of area
- Lack of encouragement from family
- Lack of encouragement from friends

In every case, nonpersisters cited the above factors less often than expected as reasons for leaving school. Persisters cited these reasons more often than expected.

Source of Information About Adult Education Program

1. Nonpersisters ranked as their first three sources of information about the adult education program (a) community flier, (b) school district newsletter, and (c) friends.

2. Persisters' first three sources of information were (a) community flier, (b) school district newsletter, and (c) newspaper.

Small-Group Discussions With Students

1. Students identified the following as important in attracting adults initially to adult education:

- Job training
- Self-fulfillment
- Adult education pamphlets
- Word of mouth from friends in adult education

2. Factors reported by students in discussions that helped students stay in school were:

- Attitude of teachers
- Flexibility in scheduling classes and completing assignments
- Social benefit from participation
- Small classes

3. Areas needing improvement were:

- The early weeks of classes as it relates to the manner in which students are treated
- Required attendance when course work is completed
- More elective courses
- Ability to take home study materials
- More up-to-date/current study materials
- More consistent counseling services

Chapter IV contained an analysis of the data generated from the telephone survey/questionnaire. Chapter V includes a description and summary of the findings, conclusions, suggestions for further research, implications for practice, and reflections.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the information generated by attempting to answer the following research questions:

1. What factors were reported by participants to contribute to and influence them to return to and participate in an adult high-school-completion program?

2. What factors were reported by participants to contribute to their persistence or nonpersistence in an adult high-school-completion program?

3. What were the demographic characteristics of participants in adult high-school-completion programs?

A summary of the findings of the study follows. The chapter ends with conclusions, suggestions for further research, implications for practice, and reflections.

Summary of the Findings

Demographic Characteristics of the Adult Sample

The demographic data on adult students who were part of this research sample can be summarized as follows.

Gender. There were approximately equal numbers of female and male nonpersisters, whereas there were approximately three times as many female as male persisters. Chi-square analysis of this variable showed a statistically significant difference between persisters and nonpersisters. There were fewer female nonpersisters than were expected and more male nonpersisters than expected. There were more female persisters and fewer male persisters than expected.

Marital status. Equal numbers of nonpersisters were either married or single. Almost half of the persisters were married, and more of the remaining persisters were divorced than single.

Ethnic group. In the case of both persisters and nonpersisters, the largest ethnic group by a large majority was white. Black students made up the second largest group of nonpersisters and persisters.

Age. The largest number of nonpersisters were between 18 and 25 (31.9%); students between 26 and 35 made up the next largest group (27.7%). In addition, 26.1% of the persisters were between 18 and 25, and 36.2% were between 26 and 35. However, no statistically significant differences were found.

Last grade attended. The largest number of nonpersisters had last attended grade 11, and the next largest number had last attended grade 9. Persisters also had the largest number of students who had last attended grade 11, with an equal number of individuals having last attended grades 9 and 10.

Yearly household income. The largest group of persisters (22.4%) reported an annual household income of between \$25,000 and

\$35,000. The next largest group of persisters (20.9%) were those with an annual income of \$5,000 or less. Nonpersisters who had an annual household income of \$5,000 to \$10,000 were the largest group of respondents (21.35%), with students who had an income of \$10,000 to \$15,000 in second place (19.1%).

Current job status. Persisters and nonpersisters both had the largest number of respondents report that they were employed full time (25 or more per week). More persisters were unemployed (27.5%) than were nonpersisters (21.3%).

Factors That Influenced Students to Return to an Adult High-School-Completion Program and That Influenced Persistence or Nonpersistence in an Adult High-School-Completion Program

Reasons for return to school. Self-improvement and satisfaction were cited by 93.6% of nonpersisters and 95.7% of persisters as an important reason for returning to school. The second highest choice of both groups was to get a high school diploma. Both groups listed to get a promotion as the least important reason for returning to school.

Services cited as important benefits in attracting students. Nonpersisters and persisters chose the same three benefits as their top benefits seen as attracting students to an adult program: (a) variety of times of classes; (b) closeness to home; and (c) reading, math, and writing courses. Tutorial services ranked as the last choice of nonpersisters. Child care was the last choice of persisters as an important benefit.

Classroom activities cited as being liked by respondents.

Nonpersisters indicated that their top three classroom activities were (a) individual learning, (b) small groups, and (c) books and printed material. Persisters' top three choices included (a) books and printed material, (b) small groups, and (c) discussion. A statistically significant difference was found in the frequencies of responses between persisters and nonpersisters in relation to the use of computers in the classroom. More nonpersisters than expected liked the use of computers in the classroom. Fewer persisters indicated that they liked the use of computers than was expected.

Aspects of the adult education program cited as satisfactory.

The number-one area of satisfaction for nonpersisters (97.9%) was a tie between the quality of teaching and the location of classes. For persisters, the location of classes and size of classes tied as their first choice (98.6%). Both groups chose types of classes offered as the least satisfactory aspect cited.

Reasons for leaving the adult education program. This question was asked in a slightly different manner, depending on whether the respondent was a persister or a nonpersister. A list of reasons why a student might leave an adult education program was read. Nonpersisters were asked to tell the interviewer if each reason read was or was not a reason in their decision to leave a program. Persisters, who were read the same list, were asked to indicate those reasons they thought might influence an adult to leave a program.

Nonpersisters cited conflict between job and school as their number-one reason (58.7%) for leaving school, with family responsibilities in second place (45.7%). Persisters thought the number-one reason for leaving school was personal illness (85.9%), and conflict between job and school was the second most likely reason (84.6%). Both groups thought that lack of encouragement from friends was the least likely reason for leaving an adult program.

In applying the chi-square test to the variables cited as reasons for leaving an adult program, 21 of the 25 reasons were found to have statistical significance. In every case, nonpersisters cited the reasons listed below less often than expected as reasons for leaving an adult program. Persisters cited these reasons more often than expected:

- Conflict between job and home
- Inadequate study habits
- Lack of interest
- Personal problems
- Personal illness
- Accepted a job
- Course work not challenging
- Fear of not doing well
- Not enough money
- Didn't like teachers
- Child care not available
- Family illness
- Marital situation
- Classes too far away
- Lack of encouragement from spouse
- Death of a family member
- Low grades
- Courses too difficult
- Moved out of area
- Lack of encouragement from family
- Lack of encouragement from friends

Questions asked only of nonpersisters. Nonpersisters were asked two questions as a part of the telephone questionnaire/survey. The first concerned whether the records that indicated they had not been in school in the past semester were correct. Ninety-five and six-tenths percent of the nonpersisters said this was correct. The second question asked nonpersisters if they planned to return to school in the near future. Eighty-seven and eight-tenths percent of nonpersisters indicated they did plan to return to school in the near future.

Sources of information about adult education classes. Both nonpersisters and persisters ranked as their first two sources of information about adult education classes (a) community notice/flier and (b) school district newsletter. The next highest source for nonpersisters was family, whereas persisters chose newspapers as their third-ranked source.

Small-group discussions. Students who participated in the small-group discussions identified job training, self-fulfillment, adult education pamphlets, and word of mouth from friends in adult education as important in initially attracting adults to adult high-school-completion programs. The attitudes of teachers, flexibility in scheduling classes and completing assignments, social benefits from participation, and small classes were factors that the discussion participants reported as helping students stay in school. Areas cited as needing improvement were the early weeks of classes and the way students were treated, required attendance even when course work was completed, the need for more elective courses,

having the ability to take home study materials, and the need for more up-to-date study materials.

Conclusions

As a result of this study, and in relation to the specific purpose of this study as stated in Chapter I, the following conclusions were drawn.

1. An adult's decision to leave an adult program may not lie in extrinsic factors, but rather within the individual student. Nonpersisters identified the top three reasons why they left an adult education program as (a) conflict between job and school, (b) family responsibilities, and (c) learned what I came to learn. Persisters thought the top three reasons adults left school were (a) personal illness, (b) conflict between job and school, and (c) family illness. The question that asked the reasons an adult left school generated a large number of responses that were found to be statistically significant. In every case, persisters cited the individual variables as reasons why an adult might leave school more often than expected, and nonpersisters cited these as reasons less often than expected.

The data suggested that what are commonly thought to be reasons for an adult's nonpersistence were actually not the reasons students dropped out. Only a few situational or institutional reasons were identified by more than one-third of the nonpersisters in the sample as reasons for leaving an adult program.

Those areas that one would assume would greatly influence an adult's decision to leave school, such as lack of encouragement from spouse, friend, or family, were not cited by the nonpersisters in this sample. This finding is congruent with the findings of previous research.

2. Persisters and nonpersisters identified the same basic reasons for returning to an adult high-school-completion program. Chief among those reasons was a desire for self-improvement and satisfaction. The goal of getting a high school diploma was the second choice of both persisters and nonpersisters. The data from this question suggest that the original motivational factors that influenced an adult to return to an adult education program were common to all the adults of this sample, regardless of whether they were eventually persisters or nonpersisters.

3. Persisters and nonpersisters also identified common services available through adult high school classes as important benefits in attracting them to the adult education program. The top three benefits (variety of times of classes; closeness to home; and reading, math, and writing courses) were cited by both nonpersisters and persisters. The lack of statistically significant differences between the responses of the two groups suggests more commonality than differences in the types of services that attract students to an adult education program.

4. In analyzing the types of classroom activities preferred by students, persisters liked books and printed materials most, whereas

nonpersisters chose individual learning as their first preference. Both groups chose small groups as their second preference for a classroom activity. The only activity that was determined to have statistical significance was the difference in the choice of using computers in the classroom, with nonpersisters expressing a preference for this type of activity more often than expected and persisters less often than expected. Other than this one specific area, the data suggested that there were no differences in the classroom-activity preferences of persisters and nonpersisters.

5. Persisters and nonpersisters did not differ in their opinions of what constituted the satisfactory aspects of the adult education programs they attended. The data showed that nonpersisters and persisters were consistently satisfied with various aspects of the adult education program. The lowest percentage of satisfaction for both groups was given to the types of classes offered, but even here high satisfaction was indicated. Both persisters and nonpersisters indicated a high level of satisfaction with the aspects of the adult education programs identified.

6. A majority of persisters and nonpersisters found out about the adult high-school-completion classes in their area through a community flier or the school district newsletter.

7. In this sample, 87.8% of the nonpersisters indicated that they planned to return to school in the near future. This figure suggests that the students who were defined in this study to be

nonpersisters may have believed they were only "stopouts" who had left school for a variety of reasons and fully intended to persist toward a diploma or GED. This finding is also congruent with the findings of other research.

8. There did not appear to be any significant demographic differences between persisters and nonpersisters other than gender, where there were fewer female nonpersisters and more male nonpersisters than expected. There were also more female persisters and fewer male persisters than expected. However, the data suggested that persisters tended to be older, married students.

9. Persisters did not understand why nonpersisters leave adult high school completion programs. Most of the reasons persisters believed to be important in a nonpersister's decision to leave school were not found to be accurate.

The preceding conclusions were based on the data gathered during this study and cannot be generalized beyond the students who participated in this study from the mid-Michigan adult education programs identified.

Comparison of Previous Research to the Findings of This Study

In examining the relationship of previous research as it relates to the demographic aspects of this study, there are several areas of agreement. While this study found statistical significance only in the area of gender, there were possible trends seen in the demographic variables of age and marital status. The data

demonstrated a trend toward persisters being generally older than nonpersisters, and nonpersisters tended to be single more often than persisters. Verner and Davies (1964) found studies which suggested that young adults withdrew more often than older adults. Dickinson and Verner (1967) stated in their findings that persisters tended to be older and married, while dropouts were younger and single. Boshier (1973) found that dropouts in his study were younger students. Darkenwald (1984) stated that younger students who had recently dropped out were less likely to participate in an adult education program and, if they did participate, were less likely to persist than older students. Finally, Langenbach and Korhonen (1988) associated persistence with age but not with marital status.

It appears that this study is congruent with other research as it relates to the relationship between age and marital status and adult persistence in educational programs. However, the data generated from this study suggest trends only and do not have the statistical significance to back further speculation. The area of gender was significant enough to suggest that women tended toward greater persistence than men in this specific sample. Dickinson and Verner were the only researchers reviewed who suggested a relationship between gender and persistence when they found that married housewives were more persistent than other students in their sample.

In the area of factors that influenced either persistence or nonpersistence in an adult education program, previous research

suggested a number of factors that were congruent with the findings of this study. Boshier (1973) found that the availability or lack of child care was not a factor in a student's decision to withdraw from a program. Only 13% of nonpersisters in this study cited lack of child care as a reason for leaving school. Deldin (1980) cited conflict between job and school, no time to study, family responsibility, and personal problems as reasons students left their college programs. All four of these reasons were cited by a large number of nonpersisters in this study as reasons for leaving school.

Yates (1982) found that the desire to get a diploma and variety of times classes were offered were important benefits in attracting students back to school. These reasons were also cited by both persisters and nonpersisters in this study as important benefits in their original decision to return to an adult education program. Wilkinson (1982) stated that adults stopped attending classes for personal reasons rather than because of dissatisfaction with their classes. A high level of satisfaction with the adult education program was shown in this study on the part of persisters and nonpersisters alike.

Darkenwald (1984) found that lack of time was an important factor in a student's decision to drop out. This reason was the fourth highest reason cited by nonpersisters in this study for leaving school. May's (1985) finding that the desire for self-improvement was a major reason for returning to school is congruent with the data of this study from both persisters and nonpersisters.

May also found very few demographic differences between dropouts and persisters, which is also congruent with the demographic data from this study. May's study found that students who had dropped out did not consider themselves as having left the program permanently. Even those students who were extremely dissatisfied said they would try again. This finding is also congruent with the present study because almost 88% of the nonpersisters sampled stated that they intended to return to school in the near future.

The previous research also contained some findings that were not congruent with the findings of this study. Verner and Davies (1964) found that students withdrew because they were dissatisfied with the educational program and that their withdrawal had its basis in institutional barriers. This finding was not corroborated in the present study. As a matter of fact, nonpersisters were highly satisfied with almost all aspects of the adult high school completion programs they had attended. Darkenwald's (1984) finding that cost was a deterrent to participation in educational programs was not congruent with this study's findings. Only 15.6% of the nonpersisters sampled cited cost as a reason for leaving school. May (1985) stated that persisters in her study liked their teachers, in comparison to nonpersisters, who did not like the teachers they had for class. Both nonpersisters and persisters in the present study held their teachers in high esteem.

In summary, it appears that the findings of this study are relatively consistent with the previous research reviewed as a part

of this document. The noncongruence may be explained by the uniqueness of the sample used for this research. It may also be explained by the simple fact that adults seem to have, as Langenbach and Korhonen (1988) stated, "multiple, complex, and highly personal reasons for participation and persistence."

Recommendations for Further Research

To explore some of the questions raised in this study, the following suggestions are made for further research:

1. Students who are originally identified as nonpersisters should be followed over a period of time to see if they are genuinely dropouts or simply "stopouts."
2. A study should be conducted that specifically looks at the reasons adults leave an adult high-school-completion program. Rather than asking the sample to identify what they think might be a reason for leaving an adult program, the researcher should seek to discover how many times the individuals had actually experienced any of the reasons cited.
3. A study should be conducted in a geographic area that has a more diverse ethnic composition to see if responses of persisters and nonpersisters are different.
4. The definitions of persister and nonpersister might be expanded over a longer period of time to see if persisters actually complete a program or if nonpersisters are able to persist in an adult program.

5. The area of learning-style preferences of adult students as it relates to persistence or nonpersistence would be a beneficial study.

6. A comparison of persisters and nonpersisters in an exclusively urban setting and those students in a rural or suburban setting should be conducted.

7. A study of which services are used by adult students and how that use correlates with persistence or nonpersistence of students should be conducted.

8. A comparison of male and female persisters and nonpersisters should be conducted to see if there are any differences related to gender.

9. If this study is replicated, the data from each specific school district should be identified before aggregation with other districts and analyzed separately to see if statistical significance exists before aggregation. This would allow the examination of differential impact that individual school districts/programs might have on persistence.

Implications for Practice

This study appears to have raised more questions than it answered. Many of the assumptions made by adult educators about students who either persist or do not persist seem to have been challenged by this investigation. The belief that services (or the lack of services) such as child care, transportation, or tutorial services greatly influence a student's decision to attend an adult

program was not supported in this study. Additionally, the factors that influenced an adult's decision to leave an adult education program were shown to be less than predictable.

Possibly the most important finding of this study was the identification of the desire of both persisters and nonpersisters in this research to return to adult high-school-completion classes for the purpose of self-improvement and satisfaction. This reason for returning outweighed the desire to get a diploma or get a job in both groups. The self-esteem needs of adult students appear to be very important in the adult's decision to return to and persist in school. Adult educators may want to pay particular attention to those areas identified as needing improvement by students in the small-group discussions.

The general message of this research was a positive one in which high levels of satisfaction were expressed by persisters and nonpersisters alike. The quality of teachers, the variety of classes, the attitude of the teachers toward the students, the flexibility of scheduling, and time lines all suggest a caring effort that is student centered in its focus.

Reflections

As a result of this study, it is evident to the researcher that very little attention has been given to the study of adults in high-school-completion programs. This paucity of data allows adult educators who work with the population represented in this study to continue to make decisions about curriculum, student services, and

day-to-day relationships with students based on assumptions and personal biases. The field would genuinely benefit from research that would expand the data base currently available to adult educators about adults who enroll in high-school-completion programs.

The researcher has found this entire experience to be a very rewarding process. Having been a practitioner in adult education, the focus of the study seemed to be an appropriate way to look at the question of adult students' motivation. In hindsight, however, it might have been more useful to expand the length of time used to identify persisters and nonpersisters. It may be that defining persistence as two or more consecutive semesters of attendance may simply not be a long enough time to evaluate or even identify genuine persistence. The same is true of the definition used in this study for nonpersistence. What the researcher chose to use as criteria for identification as a persister or nonpersister may not have allowed adult students to show their "true colors." The question of "stopouts" versus dropouts continues to be a tempting topic for further research.

Additionally, asking persisters why nonpersisters are likely to leave an educational program may not have been appropriate. Persisters showed very little accuracy in identifying those reasons that actually influenced an adult student's decision to drop out. It may have been more useful to focus on the nonpersisters

exclusively in this area and to seek greater depth in investigating their reasons for leaving adult high school completion programs.

APPENDICES

APPENDIX A

THE SURVEY/QUESTIONNAIRE

Opening by Interviewer:

Hello, my name is _____. I am assisting the _____ school district Adult Education Program by conducting this phone survey. The purpose of this survey is to talk to adults who have been involved with the Adult Education Program to find out how they feel about their experiences. Your name was randomly chosen, and all of your answers will be confidential.

Our interview is fairly brief and will only take a few minutes of your time. We really would appreciate your participation. Do you have any questions about this study before we begin? (Short pause)

1. There are a lot of reasons why people return to Adult High School Completion classes. I am going to read you a list of some of these reasons. For each one, I want you to tell me if it was an important or not an important reason for you in your decision to return to school.

	<u>Impt.</u>	<u>Not Impt.</u>
To get a job	1	2
To get job training or retraining	1	2
To get a high school diploma	1	2
To get a GED	1	2
To get a promotion	1	2
To meet new people	1	2
Self improvement or personal satisfaction	1	2
To increase family income	1	2

Are there other important reasons
(specify) _____

2. I am going to read you a list of services often available through Adult High School Completion classes. For each one, please tell me if it was an important or not an important benefit in attracting you to the adult education setting.

	<u>Impt.</u>	<u>Not Impt.</u>
Child care	1	2
Transportation to classes	1	2
Financial assistance	1	2
Tutorial services	1	2
Closeness to your home	1	2
Variety of times classes offered	1	2
Counseling	1	2
Parking	1	2
Job Placement	1	2
Job information	1	2

Social activities	1	2
Special courses in reading, writing and math	1	2
Other (please specify)		

3. People learn in a variety of ways. I am going to read a list of activities that are used to help people learn in a classroom. Please indicate if you like or dislike each of the named activities.

	<u>Like</u>	<u>Dislike</u>
Classroom lecture	1	2
Mostly discussion	1	2
Small groups	1	2
Mostly reading and writing papers	1	2
Individual learning	1	2
T.V. classes	1	2
Programmed learning	1	2
Use of tapes, slides, films, etc.	1	2
Computers	1	2
Through books and printed materials	1	2
Other (please specify)		

(NON-PERSISTENT)

- 4a. Our records indicate that you have not been in school this past semester. Is this correct? Yes No
- 4b. Do you plan to return to school in the near future? Yes No
- 4c. I am going to read a list of reasons why a student might leave an Adult High School Completion Program. For each one, I want you to tell me if this was a reason or not a reason in your decision to leave the adult education program.

	<u>Rsn.</u>	<u>Not Rsn.</u>
Low grades	1	2
Courses too difficult	1	2
Inadequate study habits	1	2
Course work not challenging	1	2
Didn't like the teacher(s)	1	2
Learned what I came to learn	1	2
Lack of interest	1	2
Fear of not doing well	1	2
Conflict between job and school	1	2
Accepted a job and didn't need more school	1	2

Not enough money	1	2
Child care not available or too costly	1	2
No time to study	1	2
Family responsibilities	1	2
Family illness	1	2
Personal illness	1	2
Marital situation	1	2
Personal problems	1	2
Moved out of area	1	2
Lack of encouragement from spouse	1	2
Lack of encouragement from family	1	2
Lack of encouragement from friends	1	2
Death of family member	1	2
Classes offered too far from home	1	2
Classes offered at wrong time	1	2

Other (please specify) _____

(PERSISTERS)

- 4a. I am going to read a list of reasons why a student might leave an Adult High School Completion program. For each one, I want you to tell me if you think this would be a reason or not a reason in a person's decision to leave an adult education program.

	<u>Rsn.</u>	<u>Not Rsn.</u>
Low grades	1	2
Courses too difficult	1	2
Inadequate study habits	1	2
Course work not challenging	1	2
Didn't like the teacher(s)	1	2
Learned what I came to learn	1	2
Lack of interest	1	2
Fear of not doing well	1	2
Conflict between job and school	1	2
Accepted a job and didn't need more school	1	2
Not enough money	1	2
Child care not available or too costly	1	2
No time to study	1	2
Family responsibilities	1	2
Family illness	1	2
Personal illness	1	2
Marital situation	1	2
Personal problems	1	2
Moved out of area	1	2
Lack of encouragement from spouse	1	2
Lack of encouragement from family	1	2
Lack of encouragement from friends	1	2

Death of family member	1	2
Classes offered too far from home	1	2
Classes offered at wrong time	1	2

Other (please specify) _____

5. We would like to know if during the time you attended the Adult High School Completion program, you were satisfied with various aspects of the program. As I read the following list, please indicate whether you were satisfied or not satisfied with the aspects of the adult program indicated:

	<u>Sat.</u>	<u>Not Sat.</u>
Counseling services	1	2
Size of the classes	1	2
Rules and guidelines for students	1	2
Types of classes offered	1	2
Location of classes	1	2
Grading system	1	2
Attendance policies	1	2
Quality of teaching	1	2
Chance to work with other students	1	2
Attitude of teachers toward you as a student	1	2
Style of teaching	1	2

Other (please specify) _____

6. We would like to know how you heard about Adult High School Completion classes in your community? Did you hear about these classes through....(read each option)

Family	Yes	No	
Friend	Yes	No	
Teacher	Yes	No	
Television (could you tell me which station)	Yes	No	
Radio (could you tell me which station)	Yes	No	
Newspaper (could you tell me which one)	Yes	No	
Community Notice/flyer	Yes	No	
School district newsletter		Yes	No
Billboard or sign board	Yes	No	
Employer	Yes	No	
Other (please specify) _____			

7. Which one of the following best describes your current job situation: (Read options from top, pausing after each.) Stop when respondent tells you job status.)

Retired	1
Employed full time/25 or more hours a week	2
Employed part time	3
Unemployed, looking for work	4
Never employed	5
Homemaker (housewife)	6
Military service	7
Don't work because of disability	8
Other _____	9

8. The next group of questions help us to classify the information you have given us.

Would you tell me what year you were born? (Do not read list)

Prior to 1920 (over 65)	1
1920 thru 1929 (56-65)	2
1930 thru 1939 (46-55)	3
1940 thru 1949 (36-45)	4
1950 thru 1959 (26-35)	5
1960 thru 1967 (18-25)	6
1968 or before (17 or under)	7
Do not wish to answer	8

9. Next, we would like to know the last grade you attended?

Grade 1	01
Grade 2	02
Grade 3	03
Grade 4	04
Grade 5	05
Grade 6	06
Grade 7	07
Grade 8	08
Grade 9	09
Grade 10	10
Grade 11	11
Grade 12	12

10. Would you mind telling me — are you white, black, Hispanic, Asian, or some other ethnic group (circle one).

Black	1
Hispanic	2
American Indian/Alaskan Native	3
Asian or Pacific Islander	4
White, Not Hispanic	5
Other	6
Do not wish to answer	7

11. We would also like to have information about your total household income. I will read a list of income categories. Will you tell me which is closest to your income?

Less than \$5,000	1
More than \$5,000, but less than \$10,000	2
More than 10,000 but less than 15,000	3
More than 15,000 but less than 25,000	4
More than 25,000 but less than 35,000	5
More than 35,000	6
Do not wish to say	7

12. Would you please tell me your marital status?

Married	1
Divorced	2
Single (never married)	3
Widowed	4

13. (Circle sex of respondent)

Female	1
Male	2

That completes our interview. I want to thank you for taking the time to help us by answering these questions. Before we hang up, I would like to tell you about another part of this project. Sometime in early June, we are planning to bring several small groups of people together to talk face-to-face about their ideas regarding adult education programs. Do you think you might like to join us?

(If "yes," continue; if "no," exit with additional thanks)

That is great. Let me check the spelling of your name. We will be getting back to you as soon as we have completed the planning for these meetings. Thank you, again. You have been very helpful.

Name _____

Phone _____

Sex _____

Age _____

Last year of school _____

APPENDIX B

LIST OF RESTRICTIONS ON THE USE OF CHI-SQUARE AND FORMULA FOR CHI-SQUARE

Restrictions on the Use of Chi-Square

1. Chi-square can be used only with frequency data.
2. Chi-square requires that the individual events or measures are independent of each other. In other words, each response must be free of any influence on the nature of any other response in the set of responses being compared.
3. In general, no theoretical frequency should be smaller than five.
4. There must be some logical or empirical basis for the way the data are categorized.
5. The sum of expected and the sum of observed frequencies must be the same.
6. The algebraic sum of the discrepancies between the observed and the corresponding expected frequencies will be zero (Isaac & Michael, 1980).

Formula for Chi-Square

$$\chi^2 = \sum (f_o - f_e)^2 / f_e$$

where f_o = frequency observed

f_e = frequency expected

Example: In response to a hypothetical question, persisters (p) and nonpersisters (np) responded Important or Not Important.

	Important	Not Important									
NP	<table><tr><td>fo</td><td>fe</td></tr><tr><td>32</td><td>31.19</td></tr></table>	fo	fe	32	31.19	<table><tr><td>fo</td><td>fe</td></tr><tr><td>15</td><td>15.8</td></tr></table>	fo	fe	15	15.8	47
fo	fe										
32	31.19										
fo	fe										
15	15.8										
P	<table><tr><td>fo</td><td>fe</td></tr><tr><td>45</td><td>45.8</td></tr></table>	fo	fe	45	45.8	<table><tr><td>fo</td><td>fe</td></tr><tr><td>24</td><td>23.5</td></tr></table>	fo	fe	24	23.5	69
fo	fe										
45	45.8										
fo	fe										
24	23.5										
	77	39	116								

To find frequency expected:

$$77 \times 47/116 = 31.19$$

$$77 \times 69/116 = 45.8$$

$$39 \times 47/116 = 15.8$$

$$39 \times 69/116 = 23.2$$

Chi-square

$$\begin{aligned} \chi^2 &= (32-31.9)^2/31.19 + (15-15.8)^2/15.8 + (45-45.8)^2/45.8 + \\ &\quad (24-23.2)^2/23.2 = .104 \end{aligned}$$

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