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AN EVALUATION OF THE T.V. HIGH SCHOOL
PROJECT OF THE DETROIT URBAN ADULT
EDUCATION INSTITUTE AND MICHIGAN
BLUESHIELD

By

Matthew A. Klein

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ABSTRACT

AN EVALUATION OF THE T.V. HIGH SCHOOL PROJECT OF THE DETROIT URBAN ADULT EDUCATION INSTITUTE AND MICHIGAN BLUESHIELD

by

Matthew A. Klein

Statement of the Problem

This study was initiated as a means of evaluating "T.V. High School" as an effective way of preparing persons to pass the General Education Development Test. The main objectives of the study were: first, to determine whether "T.V. High School" is an effective way of preparing persons to pass the GED Test; second, to determine whether there are any relationships between demographic factors as defined by this study and the completion of this program; third, to determine whether there are any relationships between demographic factors and the GED Test results.

Design of the Study

In order to obtain the information necessary to evaluate the effectiveness of "T.V. High School" the following questions were used:

1. What are the stated purposes of the participants in taking a program of this type?

2. Is "T.V. High School" an effective means of preparing persons to pass the GED Test?
- Sub Question 2. Is there any relationship between demographic factors of age, sex, race, marital status, employment status and the successful completion of the GED Test?
3. Is the high school dropout aware that an equivalency certificate is available through state departments of education by successfully passing the GED Test?
- Sub Question 3. Does age, marital status, sex, race, employment status or last grade completed have any effect on the awareness of the GED Test?
4. What are the future educational plans of the participants upon the completion of "T.V. High School"?
- Sub Question 4. Does marital status, age, sex, race and last grade completed make a difference in aspirational level of the participants?
5. What is the amount of participation in previous adult education programs?
- Sub Question 5. What are the participants' stated reasons for not participating in adult education programs?
6. What are the recommendations of the participants for improvement of "T.V. High School"?
7. What are the participants' stated reasons for dropping out of "T.V. High School" before its completion?
- Sub Question 7. Is there any relationship between age, sex, employment status and marital status and dropping out of "T.V. High School"?
8. Is there a relationship between the amount of time spent watching "T.V. High School" and the passing of the GED Test?
9. What type of person is enrolled in a home study course in preparation for the GED Test?
10. How do the participants in "T.V. High School" become aware of the program?

The total population of 436 persons who registered for "T.V. High School" in Detroit during the spring of 1969

was designated as the sample in the study. The pre-test consisted of one sub-test of Form K of the GED Test Batteries randomly assigned to the participants. Form L of the GED Test Batteries was used as the post-test measure. Upon the completion of T.V. High School, a questionnaire was mailed to each of the participants.

The following statistical techniques were used to analyze the data:

1. Frequency counts and percentage distributions were tabulated for all categories specified by the questions of the study.
2. Chi-squared tests of independence were calculated among the demographic variables of: age, sex, race, job description, employment status and last grade completed and the categories specified by the questions of the study.
3. Post hoc tests were calculated to determine the significant comparisons which caused the rejection of the null hypotheses within the significant chi-squared tests of independence.
4. A Cochran (Q) was calculated to determine if a significant difference existed between the proportion of persons passing the pre-test as compared to the proportion of persons passing the post-test.
5. A "t" test of significance was calculated between pre-test scores and post-test scores.

6. A chi-squared test of independence was calculated between the percentage of "T.V. High School" participants who passed the GED Test and national GED passing averages.
7. A Pearson Product correlation was calculated between successful completion of the GED Test and the variables of age and last grade completed.

Major Findings of the Study

The statistical analysis of the data led to the following conclusions:

1. "T.V. High School" is not an effective means of preparing persons to pass the GED Test based upon pre- and post-test data.
2. "T.V. High School" is no more effective than the informal means available of preparing persons to pass the GED Test based on national averages.
3. The lack of a relationship between demographic data and the successful completion of the GED Test suggests that specific demographic variables cannot be identified as potential predictors of GED success.
4. The lack of awareness by the participants of the existence of the GED Test indicates that schools, social agencies and employment agencies are not doing their job of making individuals aware of the alternate means of receiving a high school diploma.

5. "T.V. High School" is reported as a means of furthering educational aspirations. Many aspire to the junior and four year college level.
6. The majority of "T.V. High School" participants had not previously participated in adult education courses suggesting that adult education programs as they currently exist are not meeting the needs of the high school dropout.
7. A major reason for dropping out of "T.V. High School" centered around the lack of two way communication between the program and the participants. This problem is partly inherent in the program due to its uniqueness, but also increased due to the lack of orientation of the participants at the beginning of the program.
8. The lack of significant differences among the demographic variables and dropping out of "T.V. High School" suggests that demographic factors cannot be used to identify the type of person who would not complete a program of this type.
9. The hopes of reaching the hard core unemployed through this program were not achieved. Involvement in "T.V. High School" was primarily among housewives who were taking advantage of the accessibility of the program in their homes.

DEDICATION

This dissertation is affectionately dedicated
to my beautiful daughter, Lauren.

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It is extremely difficult, through a brief acknowledgment, to express gratitude to all who have given so generously of their time and have provided continuous encouragement and leadership. The completion of the requirements for an advanced degree is possible only through the extra efforts and consideration of many people, of whom I am recognizing only a few.

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CHAPTER I

INTRODUCTION

Most employers today are requiring their applicants to be high school graduates and many employees are finding it difficult to advance in industry or professions without a high school diploma. This lack of formal education in a segment of our society creates and directly increases poverty. Since today's world is highly competitive, complex, and technologically oriented, it imposes on the individual who is gainfully employed, and on those who wish to be, a growing urgency for personal knowledge and skills. This problem will increase in the future rather than diminish. Dr. Norman C. Harris, University of Michigan technical education expert, states:

By 1970, one-fourth of the nation's labor force will be employed in semi-professional, technical jobs that didn't exist in 1930.

At the top will be an estimated 18 percent of Americans who are engaged in professions which require four or more years of college. Next, some 50 percent of the work force will hold 'middle manpower jobs'--ranging from semi-professional and technical to clerical and sales. These will require at least a high school diploma and up to two years of college or technical training. Below will be an estimated 26 percent, high-school or vocational-school graduates, doing skilled work (carpentering, automobile repair) or semi-skilled work (factory production, gas station tending). This leaves only six percent of the work force for the unskilled jobs that machines can't do--and that require no more than a grade school education.¹

¹Norman C. Harris, Michigan Department of Public Instruction, The High School Completion Program for Adults and Out-of-School Youth.

The adult who lacks high school certification is not only handicapped by his inability to compete in the labor market, but he also suffers a serious economic loss. In his life time the high school graduate earns on the average thirty-eight thousand dollars more than the non-graduate.²

Magnitude of the Problem

Fifty-three million adults (ages 25-65) and seven million young adults (ages 18-25) in this country have never completed high school.³ There are 25 million adults who have failed to complete the eighth grade and another 11.5 million with no schooling at all.⁴ Eighteen percent of Michigan's total population over 25 years of age have less than an eighth grade education.⁵

Meeting the Need

Adult education programs have tried to entice the high school dropout to return to night school and continue his high school education. Many of these dropouts, whatever the cause, cannot or will not enroll in evening or weekend classes of these continuing education programs.

²Henry Miller, Rich Man Poor Man, (New York: Thomas Y. Crowell Company), 1964, p. 155.

³U.S. Bureau of the Census, U.S. Census of Population 1960, Subject Reports, Educational Attainment Final Report, PC (2) 5B, (Washington, D.C.: U.S. Government Printing Office, 1963), p. 41.

⁴Ibid.

⁵U.S. Bureau of the Census of Population, 1960 Volume I, Characteristics of the Population, Part 24, Michigan, (Washington, D.C.: U.S. Government Printing Office, 1963), p. 87.

The problem becomes even more serious when looking at the statistics of dropouts from evening programs. Between 1956-63 approximately 2,000 adults enrolled in the academic curriculum of the adult evening school in Lansing, Michigan. The academic curriculum is designed for students who wish to complete requirements for their high school diploma. Only 122 out of the almost 2,000 who enrolled were graduated.⁶

Although many adults do not receive high school degrees through evening schools, many have acquired a level of educational maturity at or above the level of the high school graduate as a result of formal and informal educational experiences. To meet the needs of these adults, the American Council on Education provides a test of high school equivalency and upon successful completion of the General Educational Development Test an individual can receive a high school equivalency certificate from 43 out of fifty state departments of education.

The GED Test cannot actually measure the total results of a high school education. It does, however, provide a widely accepted and valid means of comparing the educational development of adults with that of graduating high school seniors.

In 1968, 265,499 adults took the GED Test and only 69 percent of these individuals passed.⁷ One reason may be

⁶Walter Busby, A Multivariate Analysis of the Relationship of Academic Motivation, Aptitude, Socio-economic Status, and Age to Persistence in an Adult Evening School, (unpublished Ph.D. dissertation, Michigan State University), p. 3.

⁷Annual Statistical Report for Calendar Year 1968, of the GED Testing Service, American Council on Education.

that there are very few opportunities, other than some programmed materials, -available to help prepare the high school dropout for the GED Test. In trying to meet the need, the Urban Adult Institute of the Detroit Public Schools in conjunction with Michigan Blue Shield initiated and financed the running of "T.V. High School" over educational television in the Detroit metropolitan area. The "T.V. High School" course was developed by the Manpower Education Institute of the Foundation in Automation and Employment in New York City, New York. The "T.V. High School" course of instruction is composed of sixty half hour sessions run over 12 weeks. The main objectives of the course are:

1. To prepare the participants for passing the GED Tests by teaching the major concepts basic to a practical, effective understanding of each of the five required subject areas of the course.
2. To improve the individual skills involved in effective reading, English usage, communication and problem solving to a level enabling the successful completion of the GED Tests.
3. To encourage each participant to take a further interest in education after completing the course.
4. To open new opportunities for positive self-fulfillment in such areas as employment, on the job advancement, insights into the need for community involvement, the development of healthy recreational habits and the effective use of leisure time.⁸

Purpose of Study

This dissertation is an exploratory study into the use of "T.V. High School" as a means of preparing persons to

⁸ _____, "T.V. High School," Michigan Blue Shield Public Relations Department, July 1968, p. 9.

pass the General Education Development Test. The main objectives are: first, to determine whether "T.V. High School" is an effective way of preparing persons to pass the GED Test; second, to determine whether there are any relationships between demographic factors as defined by this study, and the completion of this program; third, to determine whether there are any relationships between demographic factors and the GED Test results.

Questions

In order to realize the purpose of this study, answers to the following questions have been sought. The purpose of these questions is to provide a general framework upon which this study is based.

1. What are the stated purposes of the participants in taking a program of this type?

Rationale: Question One attempts to establish the motivational factors behind the participants involvement in "T.V. High School."

2. Is "T.V. High School" an effective means of preparing persons to pass the GED Test?

Sub Question 2: Is there any relationship between demographic factors of age, sex, race, marital status, employment status, and the successful completion of the GED Test?

Rationale: Since high school dropouts have many negative feelings about becoming involved in "formal" educational programs, as shown by their previous

school failures, it therefore is of paramount importance to determine if "T.V. High School" is effective. The involvement in a program that does not make a significant difference to the individual may effect his future involvement in continuing education programs.

3. Is the high school dropout aware that an equivalency certificate is available through state departments of education by successfully passing the GED Test?

Sub Question 3: Does age, marital status, sex, employment status, race or last grade completed have any effect on the awareness of the GED Test?

Rationale: Only 4,526 persons in Michigan attempted the GED Test in 1968.⁹ This represents less than one-half of one percent of the total population who qualify to take this test. It is critical for planning future curriculum to know whether or not people are aware that the GED Test exists, but are unable to find a program that would prepare them to take it, or whether "T.V. High School" is the means by which they found out about the GED Test for the first time.

4. What are the future educational plans of the participants upon the completion of "T.V. High School"?

Sub Question 4: Does age, marital status, sex, race, last grade completed or employment status make a difference in educational plans.

⁹Ibid.

Rationale: Question Four attempts to determine if "T.V. High School" is a means to an end or an end in itself. It determines whether the participants plan to continue other educational pursuits.

5. What is the amount of participation in previous adult education programs?

Sub Question 5: What are the participants stated reasons for lack of participation in previous adult education programs?

Rationale: Many persons are enrolled in "T.V. High School" who have never participated in adult education programs before or who have dropped out of previous programs.

6. What are the recommendations of the participants for improvement of "T.V. High School"?

Rationale: To improve future programs, the recommendations of the participants for improvements are of utmost importance. Question Six attempts to tabulate these recommendations.

7. What are the participants' stated reasons for dropping out of "T.V. High School" before its completion?

Sub Question 7: Is there any relationship between age, sex, employment status, marital status or dropping out of "T.V. High School"?

Rationale: In order to adequately evaluate a program, the reasons for dropping out must be examined

in order to make recommendations for future programs. This is especially true when T.V. is the only instructional tool. Question Seven tabulates the number of dropouts and their reasons for not finishing the program.

8. Is there a relationship between the stated amount of time spent watching "T.V. High School" and the passing or failing of the GED Test?

Rationale: Question Eight determines the amount of involvement in "T.V. High School" and whether this factor is related to the successful completion of the GED Test?

9. What type of person is enrolled in a home study course in preparation for the GED Test?

Rationale: Question Nine assesses the type of person who has identified himself as wanting to complete the GED Test. This question will examine the participants using the variables of sex, age, marital status, race, last year completed in school and employment status.

10. How do the participants in "T.V. High School" become aware of the program?

Rationale: Question Ten will help future programs by determining the most effective means of communicating with a population of this type.

Significance of Study

"T.V. High School" has been run in 75 cities and is in its second running in the Detroit area over educational T.V. This program has never formally been researched or evaluated. Many cities, with large numbers of dropouts, in search of programs to meet the needs of their population have adopted and are continuing to adopt this program without any substantial evidence of its effectiveness. If this program is effective, it may become a unique way of reaching many dropouts at home with minimal costs and help them to enhance their final educational preparation. If this program is not effective, it may destroy the last chance of society to meet the needs of an already alienated group.

Definition of Terms

For purposes of clarification, terms which are frequently used throughout the report of this investigation are defined.

1. Dropout: Any person who left school prior to completion of high school.
2. Adult: Any individual beyond compulsory school age and not enrolled in a day school program.
3. GEDT or GED: GEDT or GED refers to the American Council on Education's battery of five tests of General Educational Development.
4. Equivalency Certificate: Equivalent Certificate is the equivalent of a high school diploma. It is implied that this certificate

is issued on the basis of receiving a passing score on the GED battery of five tests.

5. T.V. High School:

Sixty half-hour tapes which are intended to prepare non-high school graduates to pass the GED Test.

Limitations

The limitations of the questionnaire include the difficulty of validating the responses, of tabulating unstructured responses and of obtaining complete cooperation in all instances. Limitations of the respondents include their biases, their interest in the study and the accuracy of their replies.

Organization of the Study

CHAPTER I. INTRODUCTION

The introduction includes: purpose of the investigation; questions to be answered by the study; significance and value of the study; definition of terms; limitations of the study; organization of the study.

CHAPTER II. REVIEW OF RELATED RESEARCH AND LITERATURE

The review of related research and literature includes: history; description; purpose and intent of the GED Test; validity, reliability and current usage of the GED Test; success of GED examinees in college situations.

CHAPTER III. THE RESEARCH PROCEDURE

The research procedure includes: the research design; description of the questionnaire; description of the analysis process.

CHAPTER IV. ANALYSIS OF DATA AND FINDINGS

The analysis of data and findings includes: the setting; the sample population; the correlation analysis and statistical tests.

CHAPTER V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary, conclusions and recommendations include: synopsis of the problem; conclusions and recommendations.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Development of the GED Test

The creation of a high school equivalency program became a reality in the United States in 1945. The equivalency certificate was designed to provide assistance to servicemen and women who had left high school before graduation to join the military during World War II. The issuance of equivalency certificates was based on scores obtained from a battery of five General Education Development Tests developed through the American Council on Education and administered by the United States Armed Forces Institute (USAFI).

The inception of the GED Tests was in 1941 when the War Department established the USAFI with the express purpose of enabling men and women engaged in active duty to continue their education. The USAFI also served as a clearing house for the records of educational experiences in the military to be used by civilian schools and employers after the war.¹⁰ To meet the needs of the military personnel, the USAFI provided programs of correspondence courses, off-duty classes and a testing program for any member of the Armed Forces interested in improving his educational status.

¹⁰Carl W. Hansen, "The Armed Forces Institute," Journal of the American Association of Collegiate Registrars, Vol. XIX, No. 4, (July 1944), pp. 434-439.

In April, 1942, a special committee of the American Council on Education, together with the subcommittee on education of the Joint Army-Navy Committee on Welfare and Recreation, selected the University of Chicago to construct tests that would assess the educational gains made by individuals involved in programs administered by the USAFI. Dr. Ralph W. Tyler, a leader in the field of tests and measurements, was appointed director of the total project while the specific tests of General Educational Development were under the direction of E. P. Lindquist of the University of Iowa.

The GED Tests were developed, in part, because of the widespread dissatisfaction with the "blanket credit" system of accreditation employed following World War I. It was hoped that the GED Test would ease the post war problem faced by educational institutions in evaluating in-service educational experiences of veterans in order to determine their appropriate placement when they returned to school.

In 1945, the American Council on Education established the Veteran's Testing Service so that the civilian restricted forms of the GED Tests might be made available to civilian educators for the testing of veterans and non-veterans. In July of 1963 the name of the Veteran's Testing Service was changed officially to "Official GED Agencies."¹¹

Major Purposes of the GED Tests

In the fall of 1942, Dr. Lindquist reported that the committee had decided to create two distinct batteries of the

¹¹United States Armed Forces Institute of Tests of General Educational Development (High School level). Examiner's Manual, (New York: American Council on Education, 1945), p. 5.

Tests of General Educational Development, one for use at the high school level and the other at the college level. The original examiner's manual indicates that the major purposes of both batteries of the Test of General Educational Development were:

1. to provide a more adequate basis for the educational and vocational guidance of those who have served in the armed forces.
2. to assist the schools in the appropriate placement in a program of general education of the students returning from military service.
3. to help the schools determine the amount of academic credit which should be granted students for their educational experiences in the military.¹²

The specific purpose of the college level tests of General Educational Development was stated in the test manual as follows:

The tests are accordingly designed to measure the extent to which all of the past educational experiences of the individual tested--including the experiences gained in military service--have contributed to his general educational development, or to his ability to carry on successfully in a program of general education of the type which the academic high school and the first two years of the liberal arts college aim to provide.¹³

The specific purposes of the high school level of the GED Test were stated in this way:

The high school level tests are intended for use primarily with service men or veterans who either had never attended high school or had completed only a part of their course before entering the service. With such individuals these tests may be used to determine whether--through formal or informal educational experiences, both in and out of the service--they have acquired the equivalent of a general high

¹²Examiner's Manual, 1964, p. 2.

¹³Ibid.

education, or are as able to carry on in a program of general education at the college levels as are students who have formally completed high school.¹⁴

Description of the Tests

The high school level battery of the Tests of General Educational Development consists of five separate tests:

- Test I. Correctness and Effectiveness of Expression
 Part 1. Twenty spelling exercises, each consisting of four words, one of which is misspelled.
- Part 2. Four themes which might have been written by a high-school student. These themes contain errors in: punctuation, capitalization, redundancy, word choice, uniformity and sentence structure.
- Test II. Interpretation of Reading Materials in Social Studies
 The Social Studies Test measures ability to read and interpret correctly passages in history, economics and world events. Each passage is followed by a number of multiple choice questions based on the passage.
- Test III. Interpretation of Reading Materials in the Natural Sciences
 The Natural Science Test measures ability to interpret passages dealing with the different aspects of science encountered in every-day life. Each passage is followed by a number of multiple-choice questions based on the passage.
- Test IV. Interpretation in Literary Materials
 The English Test measures ability to interpret passages of prose and poetry. Each passage is followed by a number of multiple-choice questions based on the passage.
- Test V. Test of General Mathematics Ability
 The General Mathematics Test measures ability to use the fundamentals of arithmetic such as is taught in a high school general mathematics class. The problems include addition, subtraction, multiplication, division, decimals, simple algebra and geometry.

¹⁴Examiner's Manual, p. 7, 1945.

Each of the five tests is in a separate booklet and each may be taken at a different time but all five must be completed as a unit battery. Each of the sub-tests of the GED Test has a time limit of two hours. However, they are described as "work limit" tests and not "time limit tests," and additional time may be taken if needed, although two hours per test has been found adequate for most examinees.¹⁵

The college level battery of tests consists of four sub-tests which correspond to the first four tests of the high school battery list. This dissertation focuses on the use of the high school battery of the GED Test, therefore the college battery will not be examined in any detail within the review of the literature.

Content of the Battery

The high school level battery of GED Tests as a whole was designed to minimize some of the short range content objectives of specific high school subjects such as the retention of factual information. It instead emphasizes the student's ability to make application of concepts, ideas and generalizations based on the specific subject areas.

The sub-test of Correctness and Effectiveness of Expression, according to Lindquist, attempts to measure the mechanics of writing and a judgment of adequacy of grammatical usage.¹⁶

¹⁵United States Armed Forces Institute Tests of General Educational Development (High School level). Examiner's manual. (New York: American Council on Education, 1964), p. 10.

¹⁶E.F. Lindquist, "The Use of Tests in the Accreditation of Military Experience and in the Educational Placement of War Veterans," The Educational Record, XXV, 1944, p. 369.

The sub-tests of Interpretation of Reading Materials in the Social Studies, Interpretation of Reading Materials in the Natural Sciences and the Interpretations of Literary Materials all bear the same characteristics in their structure. These passages, according to Lindquist, cannot be comprehended readily or interpreted easily by individuals who do not have rich backgrounds of experience in these different fields or who are not already familiar with and have done some thinking about the problems and concepts in these fields.¹⁷

The Test of General Mathematical Ability attempts to be a test of general problem solving ability of a very practical sort. The problem situations include simple business transactions, insurance, taxation, algebra, geometry measurement and graphs.¹⁸

It should be emphasized that the GED Test does not try to measure all the qualities that a high school aims at developing in its students. Therefore, no attempt was made to measure such factors as interests, appreciations, attitudes or citizenship practices.

Norming of the High School Level GED Tests

The following information, relating to the original norming of the GED Test was obtained from the Examiner's Manual (High School level)¹⁹ and Dr. Lindquist's address before

¹⁷E. R. Lindquist, "The Use of Tests in the Accreditation of Military Experience and in the Educational Placement of War Veterans," p. 368.

¹⁸Examiner's Manual, 1964, p. 4.

¹⁹Examiner's Manual, 1964, p. 6.

the National Association of State Universities.²⁰ Standards of achievement on the GED Tests were obtained by testing 35,000 students from schools representative of different sections of the country during the spring of 1943. More than 880 high schools were contained in the original sample. Separate norms were established for different sections of the country by dividing the forty-eight states into six regions. The results obtained from the performance of these high school students were used as a basis for determining minimum passing scores. The median score on the GED Tests during the 1943 norming study was a standard score of 50. From the results of the 1943 norming, the American Council on Education recommended that an average standard score of 45 for the five tests, or a standard score of 35 or more on each of the individual tests was acceptable for the purposes of qualifying for a high school diploma or equivalency certificate. This recommendation would have resulted in failure of approximately 20 percent of the sample upon which these tests were standardized. The results also showed that some regions of the country had more than 20 percent of their students scoring below the minimum standards for passing the GED Tests. Therefore, the Commission strongly recommended that the individual state departments of education designate minimum scores on the tests, at levels that would be consistent with the educational standards of their respective states.

²⁰Lindquist, "The Use of Tests in the Accreditation of Military Experience and in the Educational Placement of War Veterans," pp. 337-376.

In 1955 it was decided that a new set of norms should be developed. The same procedures used in 1943 were employed in 1955 so that the norms would be comparable. The 1955 norms were established by a sample of 38,777 public high school seniors tested in April-June 1955, just before their graduation from a general (non-technical or non-trade) high school. The median score of performance by the students in the 1955 sample was slightly higher than the 1943 sample, but it was felt that the difference was not great enough to warrant a change in the minimum passing scores for the tests.

In 1967, a norming study was conducted in the same manner as those in 1943 and 1955. The only difference was that non-public schools were also included in the sample. This study involved 28,773 high school seniors. No significant differences in achievement levels were found to warrant the revision of minimum passing scores on the GED Test.

Description of the Examinees and Use of the GED Test Battery

Table 1 illustrates the increase in the number of agencies participating in the Equivalency Certificate Program and the number of persons tested between 1949-1968.²¹ This situation has developed over the last decade where a larger number of non-veterans participated in the High School equivalency program than veterans.

The following information was taken from the annual statistical report of the American Council on

²¹ _____, Comparative Data on High School Level GED Testing at Official GED Centers 1949-1968, (American Council on Education, High School Level GED Testing, 1968).

FIGURE 1

COMPARATIVE DATA ON HIGH SCHOOL LEVEL GED
TESTING AT OFFICIAL GED CENTERS 1949-1968

Year	Official GED Centers in Operation	Total Number Tested	Veterans	Non-Veterans	Unclassified	Average Age	Average No. Years of previous Schooling	% Planning Further Study	% Failing to Meet State Standards
1949	570	39,016	*	*	*	*	*	*	*
1950	563	36,853	*	*	*	*	*	*	*
1951	563	25,584	*	*	*	*	*	*	*
1952	557	29,733	*	*	*	*	*	*	*
1953	568	32,533	61%	38%	1%	*	*	39	*
1954	571	42,141	65%	35%	-	*	*	*	20
1955	587	44,840	58%	37%	5%	*	*	46	21
1956	597	52,552	46%	29%	25%	*	*	43	23
1957	634	52,874	49%	35%	16%	*	*	35	24
1958	642	58,723	43%	41%	16%	27	10	38	22
1959	660	56,496	37%	45%	18%	28	10	36	24
1960	658	61,093	32%	44%	24%	29	10	31	23
1961	702	68,080	28%	46%	26%	29	10	34	26
1962	745	75,428	27%	50%	23%	29	10	34	25
1963	801	88,242	25%	53%	22%	29	10	33	29
1964	840	116,875	22%	58%	20%	29	10	32.5	27
1965	928	143,974	19.4%	58.6%	22%	29	9.73	38	28
1966	1,031	185,778	18.7%	59.7%	21.5%	29.3	9.8	35	28.3
1967	1,194	218,386	*	*	*	29.5	9.7	36	30
1968	1,336	265,499	*	*	*	29.5	9.7	39.9	30.6

* Data not available

Education.²² The average age of examinees at the time of the 1968 GED testing was 29.5. The average number of previous years of schooling was 9.7. The percentage of examinees failing the GED Test was 30.6. Of the examinees, 39.9 percent stated that their purpose in taking the GED Test was to qualify for further education.

Review of Related Literature

The GED Tests as a means of certification for high school equivalency have been the subject of varied amounts of research. In most cases the research focused on two categories: (1) research examining success of equivalency holders in college situations; (2) research concerning the validity and reliability of the GED Test battery.

Use of the GED Tests in College

Success of equivalency certificate holders in colleges and universities has been the main focal point of the research that has been done on the GED (high school level) battery. The various research studies tended to be more favorable about using the GED than unfavorable, although it must be pointed out that equivalency degree holders as a group were not as successful in college as regular high school graduates. Contained below are summaries of some of the representative studies that have been done concerning the success of GED examinees in college situations.

²²Annual Statistical Report for the Calendar Year 1968, GED Testing Service, American Council on Education, Washington, D.C.

Putnam's study at the Vanport Extension Center for the winter-quarter of 1947 examined the scholastic achievement of ninety-six non-graduates admitted on the basis of the high school level GED Tests and compared their achievement with 1,404 veterans who were high school graduates. Mean grade-point averages slightly favored the GED students but the differences were not statistically significant. There were no significant differences in percentages of the two groups on the honor roll or on probation. There was, however, a larger proportion of the equivalency certificate students leaving school. Putnam concluded that this study indicated that high school graduation is not essential to successful scholastic achievement in college.²³

Dixon, at the University of Missouri, compared the college achievement of 250 GED equivalency holders with an equal number of students admitted by high school graduation. Members of each group were matched by pairs according to a number of significant variables such as age, sex, date of entrance to the University, and aptitude test score. The results indicated that the total grade-point average was slightly higher for the high school graduates than for the GED group. Dixon pointed out in his conclusions that the achievement of veterans admitted by GED Tests, while not equal to that of the matched group of high school graduates, was

²³Phil H. Putnam, "Scholastic Achievement of GED Students at the Vanport Extension Center," School and Society, LXVI (1947), pp. 161-63.

close enough to continue the practice of using the GED Test Battery to determine admission.²⁴

Hartung reported a study of fifty-nine GED admissions at the University of Tennessee Junior College. He concluded that acceptable GED Test scores are not a satisfactory substitute for high school work. He based this conclusion on the fact that the mean grade-point ratio of the fifty-three GED veterans was 1.37 as compared to 2.29 for women students, 2.01 for male non-veterans and 2.13 for high school graduate veterans; a ratio of 1.40 is necessary to remain in school and receive full credit for completion of the entire two year program.²⁵

Wiegel, at Ohio State University in 1947, examined the GED Test Battery as a means of receiving high school equivalency and admission to college. From his sample of 111 veterans who had been admitted to Ohio State University on the basis of the GED Test Battery, he found only half of them performing at a level that would allow them to graduate. Wiegel emphasized this point in his conclusions--that the use of the GED Test as a substitute for a high school diploma was not the issue in question, but rather what minimum scores on the GED Tests should be used to determine college admissions.²⁶

²⁴Paul T. Dixon, "Scholastic Achievement of Students Admitted to the University of Missouri on the Basis of Performance on Tests of General Educational Development," (Unpublished Ed.D. Dissertation, University of Missouri, 1948).

²⁵Arthur W. Hartung, "The Case of the GED Student," School and Society, LXVII (1948), pp. 137-38.

²⁶Donald F. Wiegel, "A Study of the General Educational Development Tests," (Unpublished Master's Thesis, Ohio State University, 1947).

Roeber, at Kansas State Teachers College in 1950, compared grades earned during one semester by seventy-one veterans admitted to Kansas State on the basis of the GED Tests with the grades of 397 high school graduates. The GED group had an average educational level of ninth grade with a range from the sixth to the eleventh grade. The results found GED group averages were lower than the high school graduates but the grades assumed a normal distribution similar to that of regular students. Percentage of students achieving a "C" average or better was 72 percent, as compared to 85 percent of the high school graduates. Roeber concluded that achievement of these non-graduates was sufficiently high to warrant the use of the GED Test Battery as a means of measuring college aptitude.²⁷

Batmale, at the City College of San Francisco in 1955, compared 100 regular high school graduates with 100 veterans who had successfully passed the GED Test Battery. Batmale hypothesized that since the veteran group had not completed high school, they might do better in the semi-professional programs than in the professional programs. The conclusions of the study were that: the veteran group and the non-veteran group were of equal scholastic aptitude; the GED graduates majoring in the professional curricula did as well as those majoring in the semi-professional curricula; and the correlations between the academic performance of the GED graduates

²⁷Edward C. Roeber, "The GED Tests as a Measure of College Aptitude," Educational Research Bulletin XXIX (1950), pp. 40-41.

and the educational factors studied, i.e., aptitude, age, semesters of high school, were low and failed to establish any substantial relationship between these factors and the academic success of the veteran group.²⁸

Griffith, at Marshall College in 1950, made a study of 112 equivalency certificate holders who were admitted to Marshall College as students. Seventy-one percent of those students failed to achieve the minimum grade average for graduation. This study indicated below average success for equivalency certificate holders enrolled in Marshall College. Griffith concluded that if the sole criterion for admission to college for non-high school graduates was the GED Test Battery, the "cutting scores" should be higher than those being currently used.²⁹

Bledsoe, at Peabody College in 1952, investigated the results of 579 non-high school graduates admitted to three Southern Colleges on the basis of their performance on the high school level GED Tests. The study attempted to determine the extent to which the scores on the high school level GED Tests predicted scholastic achievement, and to determine if any relationship existed between grade-point average and the factors of age, and number of high school units previously

²⁸Louis Batmale, Achievement in College of Students Graduated from High School on the Basis of Performance in the General Educational Development Tests, Ed.D., University of California, January 1955.

²⁹Linda Griffith, "A Study of the Armed Forces Institute Tests of General Educational Development as an Entrance Examination to Marshall College for Non-High School Graduates," (Unpublished Masters Thesis, Marshall College, 1950).

earned. The results showed no significant relationship between number of high school units completed at the time of entrance and success in college. The older the student was at the time of entrance the better his grade-point average. The best predictor of success in college was sub-test I (Correctness and Effectiveness of Expression) of the GED Test Battery.³⁰

To summarize the success of GED students in college, S. A. Nock's comments on the admission of non-high school graduates are appropriate.

...The completion of a satisfactory high school course is likely to continue to be the normal gateway to higher education. But if the return of veterans has done nothing else for us, it has taught us that maturity and stability are frequently sound substitutes for formal instruction, and it has diminished our certainty that four years of high school are necessary prerequisites to college.³¹

Validity of GED Test Battery

Despite their wide application, the GED Tests are lacking in validity data, since the validity of a test depends a great deal upon defining clearly what traits or abilities are being measured. Graduation from high school has no clear measurable meaning. The validity of the GED Tests hinges upon the tests showing that the tasks set in the battery are desirable outcomes of educational programs and those that

³⁰John Bledsoe, "An Evaluation of the General Educational Development Tests," (Unpublished Doctoral Dissertation, George Peabody College for Teachers, 1952).

³¹S. A. Nock, "Admission of Non-High School Graduates," American Association of Collegiate Registrar's Journal, XXI, 1946, pp. 390-391.

pass the tests without having had formal educational experiences can handle other assignments for which high school graduation has been considered a prerequisite. It should be noted that the available research indicates that the GED Test predicts scholastic performance rather than measures educational growth. Contained below are the summaries of several studies and articles concerning the validity of the GED (high school level) battery of tests.

Ostlund, at Oklahoma A. and M., administered the GED Test to 136 students at the University. He matched the 32 individuals who scored below the 10th percentile on one or more of the sub-tests with 32 of the highest performers on the test. Validation was investigated by comparing the performance of students on the GED Tests with other measures of scholastic performance. One of the tests administered was the A.C.E. exam.³² The conclusions were that the GED Tests had provided a valid instrument for the population tested, for the individual's who scored low on the GED Test also scored low on other measures of scholastic achievement.³³

In considering the validity of the GED Test Battery, Anderson considered the GED Tests a more reliable indicator of college success than the usual scholastic aptitude tests.

³²The research available on the American College Entrance Exam has shown it to be one of the best predictors of college success. It has a high level of predictive validity.

³³Leonard A. Ostlund, "An Evaluation of a General Education Program," School and Society, Jan. 8, 1955, pp. 5-8.

because it avoided memory for details and instead attempted to interpret the examinee's competence in handling generalizations.³⁴

Dressel and Schmid evaluated the GED Tests from their beginning to 1950. They made a comprehensive study of the literature of GED Tests, including purposes and use of the battery, validity and reliability of the tests. The test of validity, according to Dressel and Schmid, was whether the GED Battery served the purposes for which it was constructed. Their results indicated that the tests have served the purpose for which they were constructed since they found high correlations between GED test scores and high school and college grade-point averages.³⁵

Reliability of the GED Battery

The available research on the GED Test Battery shows a high level of reliability. This is in part due to the length of the test, especially since no real time limit exists, for reliability is always influenced considerably by test length. Contained below are two representative studies done on the reliability of the GED Tests.

The University Examination Service of the State University of Iowa made two separate studies on the GED Test Battery focusing on the sub-tests of social studies, natural

³⁴G. V. Anderson, "The Validity of GED Tests for College Entrance," College and University, 23: pp. 371-381.

³⁵P. L. Dressel and J. Schmid, "An Evaluation of the Test of General Educational Development," (Washington, D.C.: American Council on Education, 1951), p. 58.

science and literature. One study consisted of seventy-eight girls who had completed two quarters of work in the School of Nursing³⁶ while the other examined 300 men entering the College of Liberal Arts.³⁷ In both studies the reliability coefficients were the same, using the Kuder Richardson short method and were as follows: social studies test .93, literature test .90 and natural science .92.

Findley and Andregg, in two studies at the United States Air Force University, using 500 men for each trial, found reliability coefficients of .88 and .93 for the mathematics test of the GED Test battery.³⁸

Summary

The high school equivalency program was begun in the United States in 1945. Originally designed to help military personnel who had left school before graduation during World War II, the program awarded an equivalency certificate based on scores obtained on the GED Test Battery. The GED Test Battery was constructed to answer the general question: Does the veteran through his informal education experiences

³⁶Test scores and Grades for First year Students in the School of Nursing, Research Report No. 6, (Iowa City: State University of Iowa, June 1949).

³⁷Relationships Among the Tests Given to Students Who Enter the College of Liberal Arts, Technical Bulletin No. 4, (Iowa City: State University of Iowa, April 1949).

³⁸Warren G. Findley, "Review of the Tests of General Educational Development," Third Mental Measurements Yearbook, ed., O. K. Buros (New Brunswick, N.J.: Rutgers University Press, 1949), p. 84.

have the equivalent of a general high school education and should he be granted a high school equivalency diploma? The use of the test battery has increased since its creation and more non-veterans have taken the GED Test than veterans over the last ten years.

The available research examining the GED Test Battery was concentrated between the years 1945-1952. Since that time a very limited amount of research has appeared in the journals.

Although the available research on the GED Test Battery is not extensive nor current, it indicates that the battery has a high level of reliability and validity. The majority of research has been centered around the success of GED students in college situations. The results have been varied; in general the GED Test has proved favorable, although as a group the equivalency degree holders have not been as successful in college as regular high school graduates.

CHAPTER III

THE RESEARCH PROCEDURE

The Population

The population consisted of the 436 persons who had registered for "T.V. High School" during the spring of 1969. The registration list was compiled by having all interested persons fill out an application that was published in the newspaper or call in their name and address to the "T.V. High School" office. "T.V. High School" was publicized through newspaper and T.V. releases before the spring session began.

Pre-test

The pre-test consisted of one sub-test of form K of the GED Test Battery. All registrants were asked to come into the "T.V. High School" office to take a pre-test. Since the GED Test Battery takes 10 hours to complete, only one sub-test of the battery was used for the pre-test measure. Participants were randomly assigned the five different sub-tests of the GED Test, giving a composite set of 25 complete batteries.

Post-test

All registrants of "T.V. High School" were notified upon the completion of the "T.V. High School" series to come into the "T.V. High School" office and take the GED Test. A

copy of this letter appears in Appendix A. The post-test measure of this study was the (1) form of the GED Test batteries.

Reinforcement

Since "T.V. High School" personnel had no contact with the participants, two (friendly) reinforcement letters were sent to the participants in the hopes of increasing the future return rate of the questionnaire. One letter expressed encouragement to stay with the program, the other one thanked those participants that had taken part in the pre-test. Copies of the reinforcement letters are in Appendix B.

The Questionnaire

A tentative questionnaire, prepared by the author using the guidelines suggested by Backstrom and Hursh, Survey Research,³⁹ covering those areas which were considered necessary to obtain data relevant to the objectives of the study, was reviewed by a research consultant of the College of Education, Michigan State University.

The questionnaire was revised along the guidelines suggested by the consultant and contains a cover letter explaining the problem and asking the full cooperation of those being studied. The questionnaire was mailed upon the completion of the "T.V. High School" video tape series. Self-addressed stamped envelopes were enclosed for the convenience of the respondents. A copy of the questionnaire and cover

³⁹Charles H. Backstrom and Gerald P. Hursh, Survey Research, (North-Western University Press, 1964), Chapter III.

letter appear in Appendix C. Three hundred and five participants sent in the questionnaire giving the study a return rate of 69.7 percent.

Follow-up Procedure

Two weeks after the questionnaire was mailed a follow up postcard was sent to those who had not mailed back the questionnaire. A copy of the postcard appears in Appendix D. Two weeks after the postcard was mailed, a follow-up letter including another copy of the questionnaire, was mailed to those who had not responded. A copy of the letter appears in Appendix D.

Analysis of the Data

Upon return of the questionnaire, the author tabulated the data in terms of the categories provided for in the questionnaire. To answer the specific questions proposed by this study, the following analysis was used.

QUESTION 1:

What are the stated purposes of the participants in taking a program of this type?

The data was analyzed by a frequency count and a percentage breakdown of the responses.

QUESTION 2:

Is "T.V. High School" an effective means of preparing persons to pass the GED Test?

(a) A Cochran (Q) test was used to determine if a significant difference exists between the proportion

of persons passing the pre-test as compared to the proportion of persons passing the post-test.⁴⁰

- (b) A "t" test of significance was run between the pre-test scores of the participants on the GED Test and their post-test scores to determine if "T.V. High School" is an effective way of preparing persons to pass the GED Test.⁴¹
- (c) A crossbreak analysis using a chi-squared test of independence was computed between "T.V. High School" participants scores and the national GED Test averages.

SUBQUESTION 2:

Is there any relationship between demographic factors of age, sex, race, marital status, employment status and the successful completion of the GED Test?

- (d) A Pearson Product Correlation was run between successful completion of the GED Test and the variables, the last grade completed and age, to determine if any significant linear relationships existed.⁴²
- (e) A crossbreak analysis using a chi-squared test of independence was computed among the variables of age, sex, marital status, last grade completed,

⁴⁰W. G. Cochran, The Comparison of Percentages and Matched Samples, Biometrika 37, p. 256.

⁴¹Sidney Siegal, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Book Company, 1956), p. 152.

⁴²Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rhinehart, and Winston Co., 1964), pp. 202-213.

employment status and passing or failing of the GED Test.⁴³

QUESTION 3:

Is the high school dropout aware that an equivalency certificate is available through State Departments of Education by successfully passing the GED Test?

- (a) The data was analyzed by a frequency count and a percentage breakdown of the responses.

SUBQUESTION 3:

Does age, marital status, sex, race, employment status or last grade completed have any effect on the awareness of the GED Test?

- (b) A crossbreak analysis using a chi-squared test of independence was computed among the variables of age, sex, marital status and awareness of the existence of the GED Test.

QUESTION 4:

What are the future educational plans of the participants upon the completion of "T.V. High School"?

- (a) The data was analyzed by a frequency count and a percentage breakdown of the responses.

SUBQUESTION 4:

Does marital status, age, sex, race and last grade completed or employment status make a difference in educational plans of the participants?

- (b) A crossbreak analysis using a chi-squared test of independence was computed among the variables of age, marital status, race, sex, last grade completed and employment status.

⁴³Ibid., pp. 624-649.

QUESTION 5:

What is the amount of participation in previous adult education programs?

- (a) The data was analyzed by a frequency count and a percentage breakdown.

SUBQUESTION 5:

What are the participants' stated reasons for not participating in previous adult education programs?

- (b) The data was analyzed by a frequency count and a percentage breakdown.

QUESTION 6:

What are the recommendations of the participants for improvement of "T.V. High School"?

- (a) The data was analyzed by a frequency count and a percentage breakdown.
- (b) A crossbreak analysis using a chi-squared test of independence was computed between passing and failing of the GED Test and the respondents' recommendations for improvements of "T.V. High School."

QUESTION 7:

What are the participants' stated reasons for dropping out of "T.V. High School" before its completion?

- (a) The data was analyzed by a frequency count and a percentage breakdown.

SUBQUESTION 7:

Is there any relationship between age, sex, employment status, marital status or dropping out of "T.V. High School"?

- (b) A crossbreak analysis using a chi-squared test of independence was computed among the variables of age,

sex, marital status, race, last grade completed, employment and dropping out or completing of "T.V. High School."

QUESTION 8:

Is there a relationship between the stated amount of time spent watching "T.V. High School" and the passing or failing of the GED Test?

- (a) The data was analyzed by a crossbreak analysis using a chi-squared test of independence and was computed between the passing or failing of the GED Test and the amount of time spent watching "T.V. High School."

QUESTION 9:

What type of person is enrolled in a home study course in preparation for the GED Test?

- (a) The data was analyzed by a frequency count and percentage breakdown of the type of person who has identified himself as wanting to take part in "T.V. High School."

QUESTION 10:

How do the participants in "T.V. High School" become aware of the program?

- (a) The data was analyzed by a frequency count and percentage breakdown of the responses.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

Results related to the questions

The purpose of this study was to explore the use of "T.V. High School" as a means of preparing persons to pass the General Education Development Test.

The main objectives were: to determine whether "T.V. High School" was an effective way of preparing persons to pass the GED Test; to determine whether there were any relationships between demographic factors as defined by this study and the completion of this program; to determine whether there were any relationships between demographic factors and the GED Test results. A discussion of the findings for each question follows.

Question 1:

What are the stated purposes of the participants in taking a program of this type?

The response patterns of the participants were examined through a frequency and percentage distribution within the following categories: (sex) Table 1; (age) Table 2; (males in relationship to race and employment status) Table 3; (females in relationship to race and employment status) Table 4.

TABLE 4.1
STATED PURPOSES ACCORDING TO SEX

FREQUENCY DISTRIBUTION										
	A	B	C	D	E	F	G	H	I	TOTAL
Men	23	4	13	4	29	26	15	0	4	118
Women	131	11	17	29	63	81	47	5	29	413
Total	154	15	30	33	92	107	62	5	33	531

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I
Men	19.4	3.3	11.0	3.3	24.5	22.0	12.7	0	3.3
Women	31.7	2.6	4.1	7.0	15.2	19.6	11.3	1.2	7.0
Total	29.0	2.8	5.6	6.2	17.3	20.1	11.6	.9	6.2

- LEGEND:
- A. Enjoy learning about things.
 - B. Needed my GED Diploma to continue in my present job.
 - C. Needed my GED Diploma to get a promotion in my present job.
 - D. Wanted something to do.
 - E. Needed my GED Diploma to get a better job.
 - F. Always wanted to get my GED Diploma but didn't know how until I heard of "T.V. High School."
 - G. Wanted to take a college course.
 - H. No special reason.
 - I. Other.

TABLE 4.2

STATED PURPOSES ACCORDING TO AGE

FREQUENCY DISTRIBUTION

Age	A	B	C	D	E	F	G	H	I	TOTAL
18 - 25	94	52	68	74	76	17	18	5	6	410
26 - 30	21	5	5	9	24	16	8	0	3	91
31 - 40	35	2	10	8	21	26	8	0	8	118
41 - 50	45	5	9	9	14	31	20	0	7	140
51 or above	28	1	4	7	4	16	9	0	8	77
Totals	223	65	96	107	139	106	63	5	32	836

PERCENTAGE DISTRIBUTION

Age	A	B	C	D	E	F	G	H	I
18-25	22.9	12.6	16.5	18.0	18.5	4.1	4.3	1.2	1.4
26-30	23.0	5.4	5.4	9.8	26.3	17.5	8.7	0	3.2
31-40	29.6	1.6	8.4	6.7	17.7	22.0	6.7	0	6.7
41-50	32.1	3.5	6.4	6.4	10.0	22.1	14.2	0	5.0
51 or above	36.3	1.2	5.1	9.0	5.1	20.7	11.6	0	10.3
Totals	26.6	7.7	11.4	12.7	16.6	12.6	7.5	.5	3.8

- LEGEND:
- A. Enjoy learning about things.
 - B. Needed my GED Diploma to continue in my present job.
 - C. Needed my GED Diploma to get a promotion in my present job.
 - D. Wanted something to do.
 - E. Needed my GED Diploma to get a better job.
 - F. Always wanted to get my GED Diploma but didn't know how until I heard of "T.V. High School."
 - G. Wanted to take a college course.
 - H. No special reason.
 - I. Other.

TABLE 4.3

STATED PURPOSES ACCORDING TO MALES
IN RELATIONSHIP TO RACE AND
EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	H	I	TOTAL
White	10	1	3	3	16	15	8		4	60
Non-White	12	3	10	1	12	11	6	0	0	55
Employed	15	3	9	4	10	22	13	0	0	76
Unemployed	3	0	0	0	4	0	6	1	0	14

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I
White	16.6	1.6	5.0	5.0	26.6	25.0	13.3	0	6.6
Non-White	21.8	5.4	18.1	1.8	21.8	20.0	10.9	0	0
Employed	19.7	3.9	11.8	5.2	13.1	28.9	17.1	0	0
Unemployed	21.4	0	0	0	28.5	0	42.8	7.1	0

- LEGEND:
- A. Enjoy learning about things.
 - B. Needed my GED Diploma to continue in my present job.
 - C. Needed my GED Diploma to get a promotion in my present job.
 - D. Wanted something to do.
 - E. Needed my GED Diploma to get a better job.
 - F. Always wanted to get my GED Diploma but didn't know how until I heard of "T.V. High School."
 - G. Wanted to take a college course.
 - H. No special reason.
 - I. Other.

TABLE 4.4

STATED PURPOSES ACCORDING TO FEMALES
IN RELATIONSHIP TO RACE AND
EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	H	I	TOTAL
White	64	2	5	15	14	60	20	1	16	206
Non-White	77	11	13	11	15	51	43	42	14	277
Employed	59	11	15	12	34	27	27	3	10	201
Unemployed	15	1	0	2	8	11	2	2	3	44
Housewives	58	0	1	15	22	43	16	0	16	171

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I
White	31.0	.9	2.4	7.2	6.7	29.1	9.7	.4	7.7
Non-White	27.7	3.9	4.6	3.9	5.4	18.4	15.5	15.1	5.0
Employed	29.3	5.4	7.4	5.9	16.9	13.4	13.4	1.4	4.9
Unemployed	34.0	2.2	0	4.5	18.1	25.0	4.5	4.5	6.8
Housewives	33.9	0	.5	8.7	12.8	25.1	9.3	0	9.3

- LEGEND:
- A. Enjoy learning about things.
 - B. Needed my GED Diploma to continue in my present job.
 - C. Needed my GED Diploma to get a promotion in my present job.
 - D. Wanted something to do.
 - E. Needed my GED Diploma to get a better job.
 - F. Always wanted to get my GED Diploma but didn't know how until I heard of "T.V. High School."
 - G. Wanted to take a college course.
 - H. No special reason.
 - I. Other.

The percentage distribution of the total sample responses is: 29 percent enjoyed learning; 2.8 percent

needed the GED Diploma to continue in their present job; 5.6 percent needed GED to obtain a promotion in their present job; 17 percent wanted something to do; 20 percent always wanted their high school equivalency diploma but did not know how to get it until hearing about "T.V. High School"; 17.3 percent needed GED Diploma to obtain a better job; 11.6 percent wanted the GED Diploma to get into college; .9 percent had no special reasons; 6.2 percent had other reasons for taking part in "T.V. High School" which included personal satisfaction, wanting to set a good example for children at home and self improvement.

A survey of tables 1-4 suggests that no large deviations exist between the total sample's response pattern and the response patterns contained within these categories.

The results of question one suggest that the primary motivational factor behind the participants enrolling in "T.V. High School" was to utilize the equivalency degree to upgrade employment status or to enter college. The high percentage of respondents selecting the item "wanting something to do" is appropriate since over 33 percent of the sample was composed of housewives who were not wage earners nor did they plan to become wage earners upon the completion of the GED Test.

Question 2:

Is T.V. High School an effective means of preparing persons to pass the GED Test?

A Cochran Q statistic was calculated between the proportion of persons who passed and failed the pre-test as

compared to the proportion of those who passed and failed the post-test. The Cochran Q statistic was 2.0 indicating that a significant difference does not exist between pre-test and post-test proportions at the .05 level.

A "t" test of significance was calculated between the means of the pre-test and post-test. The "t" statistic was -0.958 indicating that a significant difference does not exist between pre- and post-test means at the .05 level.

A contingency table illustrating the percentage of individuals who passed or failed the GED Test on a national basis with the percentages of "T.V. High School" participants who passed or failed the GED Test appears in Table 5. A chi-squared test of independence found no significant difference at the .05 level between the national GED percentages and those of "T.V. High School."

TABLE 4.5
NATIONAL GED TEST AVERAGES

PERCENTAGE DISTRIBUTION		
	A	B
Pass	75.7%	69.4%
Fail	24.3%	30.6%

LEGEND: A - "T.V. High School"
B - National GED Averages

The results of question two suggest that "T.V. High School" is not an effective means of preparing persons to pass

the GED Test. These results are not only apparent from the pre- and post-test results, but they are also exemplified when national GED Test completion rates and those of "T.V. High School" are compared.

Sub Question 2:

Is there any relationship between demographic variables of age, sex, race, marital status, job description and the successful completion of the GED Test?

The data indicate that a linear relationship does not exist between passing of the GED Test and the age of the participants or their last grade completed in school. The resulting Pearson Product correlations are -0.09101 for age and successful completion of the GED Test and 0.08821 for last grade completed and successful completion of the GED Test.

Contingency tables were constructed and a chi-squared test of independence was used to determine if a statistically significant difference existed between the successful completion of the GED Test and the variables of: (age) Table 6; (sex) Table 7; (race) Table 8; (marital status) Table 9; (employment status) Table 10.

TABLE 4.6

AGE

FREQUENCY DISTRIBUTION						
	18-25	26-30	31-40	41-50	50+	Total
Pass	11	4	8	14	13	49
Fail	1	5	4	4	2	16

PERCENTAGE DISTRIBUTION

	18-25	26-30	31-40	41-50	50+
Pass	22.4	8.1	16.3	28.5	26.5
Fail	6.2	31.2	25.0	25.0	12.5

TABLE 4.7

SEX

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	Male	Female	Total		Male	Female
Pass	9	41	50	Pass	18.0	82.0
Fail	3	13	16	Fail	18.7	81.2

TABLE 4.8

RACE

FREQUENCY DISTRIBUTION			PERCENTAGE DISTRIBUTION		
	A	B	Total		A B
Pass	36	13	49	Pass	73.4 26.5
Fail	3	12	15	Fail	2.0 8.0

LEGEND: A. White
B. Non-white

TABLE 4.9

MARITAL STATUS

FREQUENCY DISTRIBUTION						PERCENTAGE DISTRIBUTION				
	A	B	C	D	Total		A	B	C	D
Pass	6	40	4	0	50	Pass	12.0	80.0	8.0	0.0
Fail	1	13	0	2	16	Fail	6.2	81.2	0.0	12.0

LEGEND: A. Single
B. Married
C. Divorced
D. Separated

TABLE 4.10
EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION								
	A	B	C	D	E	F	G	Total
Pass	2	0	5	4	25	1	12	49
Fail	0	1	2	3	5	0	5	16

PERCENTAGE DISTRIBUTION							
	A	B	C	D	E	F	G
Pass	4.0	0.0	10.2	8.1	51.1	2.0	24.4
Fail	0.0	6.2	12.5	18.7	31.2	0.0	31.2

LEGEND: A. Self-employed in business
 B. Skilled tradesman (plumber, electrician, etc.)
 C. Office worker
 D. Factory worker
 E. Housewife
 F. Unemployed
 G. Other

The Pearson statistics obtained as a result of the chi-squared tests of independence were not significant at the .05 level for the variables of: age, sex, race, marital status, employment status and the successful completion of the GED Test.

Question 3:

Is the high school dropout aware that an equivalency certificate is available through State Departments of Education by successfully passing the GED Test?

The percentage distribution of the sample revealed that 41.3 percent were aware of the existence of the high school equivalency certificate before hearing of "T.V. High School." Thirty-eight percent of the female participants were aware of the GED Test before "T.V. High School" as compared with 51 percent of the males. An analysis by employment status found 47 percent of those employed aware of the high school equivalency degree compared with only 15.7 percent of the unemployed.

Sub Question 3:

Does age, marital status, sex, race, employment status or last grade completed have any effect on the awareness of the GED Test?

Contingency tables were constructed and a chi-squared test of independence was used to determine if any statistically significant difference existed between the awareness or unawareness of the GED Test and the variables of: (age) Table 11; (marital status) Table 12; (sex) Table 13; (race) Table 14; (employment status) Table 15; (last grade completed) Table 16.

TABLE 4.11*
AWARENESS ACCORDING TO AGE

FREQUENCY DISTRIBUTION						
	18-25	26-30	31-40	51-50	50+	Total
Aware	32	26	31	25	12	126
Non-aware	38	25	31	51	31	176

PERCENTAGE DISTRIBUTION					
	18-25	26-30	31-40	41-50	50+
Aware	25.3	20.6	24.6	19.8	9.5
Non-aware	21.5	14.2	17.6	28.9	17.6

TABLE 4.12
AWARENESS ACCORDING TO MARITAL STATUS

FREQUENCY DISTRIBUTION						PERCENTAGE DISTRIBUTION				
	A	B	C	D	Total		A	B	C	D
Aware	24	79	8	13	124	Aware	19.3	63.7	6.4	10.4
Non-aware	24	125	13	13	175	Non-aware	13.7	71.4	7.4	7.4

LEGEND: A. Single
B. Married
C. Divorced
D. Separated

* Significant at the .05 level based on a chi-squared analysis.

TABLE 4.13*
AWARENESS ACCORDING TO SEX

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	A	B	Total		A	B
Male	37	35	72	Male	51.3	48.6
Female	87	141	228	Female	38.1	61.8
Total Sample	124	176	300	Total Sample	41.3	59.7

LEGEND: A. Aware
B. Non-aware

TABLE 4.14
AWARENESS ACCORDING TO RACE

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	A	B	Total		A	B
White	53	90	143	White	37	63
Non-white	69	173	242	Non-white	28.5	71.5

LEGEND: A. Aware
B. Non-aware

* Significant at the .05 level based on a chi-squared analysis

TABLE 4.15:

AWARENESS ACCORDING TO EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	A	B	Total		A	B
Employed	81	91	172	Employed	47	53
Unemployed	12	64	76	Unemployed	15.7	84.3
Housewife	36	21	57	Housewife	63.1	36.9

LEGEND: A. Aware
B. Non-aware

TABLE 4.16*

AWARENESS ACCORDING TO THE LAST GRADE COMPLETED

FREQUENCY DISTRIBUTION											
	3	4	5	6	7	8	9	10	11	12	Total
Aware	0	0	0	1	0	8	29	58	27	2	124
Non-aware	0	0	0	2	4	16	29	51	59	10	171

PERCENTAGE DISTRIBUTION											
	3	4	5	6	7	8	9	10	11	12	
Aware	0.0	0.0	0.0	0.8	0.0	6.5	22.6	46.8	21.8	1.6	
Non-aware	0.0	0.0	0.0	1.2	2.3	9.4	7.0	29.8	34.5	5.8	

* Significant at the .05 level based on a chi-squared analysis

The Pearson statistics obtained as a result of the chi-squared tests of independence were not significant at the .05 level for the variables of marital status and employment status.

Significant differences were found at the .05 level among the variables of sex, last grade completed and age, and

the awareness or lack of awareness of the high school equivalency certificate.

The results of question three suggest that the high school dropout who has participated in "T.V. High School" is generally unaware of the high school equivalency degree which is awarded through state departments of education.

A post hoc test⁴⁴ was calculated to determine the significant comparisons which caused the rejection of the null hypotheses within the chi-squared test of independence for the statistically significant variables of sex, last grade completed and age. The results suggest: a statistically significant proportion of those individuals below a 8th grade education were unaware of the existence of the GED Test before "T.V. High School"; a statistically significant proportion of participants over 51 years of age were unaware of the existence of the GED Test before "T.V. High School"; and a statistically significant proportion of females were unaware of the existence of the GED Test before "T.V. High School."

Question 4:

What are the future educational plans of the participants upon the completion of "T.V. High School"?

The response patterns of the participants were examined through a frequency and percentage distribution within the following categories: (males in relationship to race) Table 17; (females in relationship to race) Table 18.

⁴⁴ Leonard A. Marascuilo, "Large-sample Multiple Comparisons," Psychological Bulletin, 1966, pp. 280-290.

TABLE 4.17

EDUCATIONAL ASPIRATIONS OF MALES IN
RELATIONSHIP TO RACE

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	Total
White	2	8	5	5	7	9	36
Non-white	1	3	8	10	3	3	28

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
White	5.5	22.2	13.8	13.8	19.4	25.0
Non-white	3.5	10.7	28.5	35.7	10.7	10.7

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other.

TABLE 4.18

EDUCATIONAL ASPIRATIONS OF FEMALES
IN RELATIONSHIP TO RACE

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	Total
White	16	32	28	5	15	8	118
Non-white	3	22	14	23	17	21	100

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
White	17.0	34.0	19.0	5.3	15.9	8.5
Non-white	3.0	22.0	14.0	23.0	17.0	21.0

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other

The percentage distribution of the total sample is: 15.9 percent planned to take further adult evening classes; 22.3 percent had no further educational plans; 20 percent planned to take classes in a Junior College; 12.8 percent planned to enter a technical school; 10.9 percent planned to enter a four year college; and 7.8 percent had other educational plans which included correspondence courses, art school and practical nursing courses.

A survey of the male response patterns (Table 17) reveals that non-whites had lower educational aspirational levels than whites. Higher percentages of non-whites planned to enter technical schools and take courses at a Junior College while higher percentages of white males planned to enter four year colleges. Higher percentages of white males and females are contained in the category of (no further educational plans) than non-whites.

Sub Question 4:

Does age, marital status, sex, race, last grade completed or employment status make a difference in educational plans of the participants?

Contingency tables were constructed and a chi-squared test was used to determine if any statistically significant differences existed between the variables of: (age) Table 19; (marital status) Table 20; (sex) Table 21; (race) Table 22; (last grade completed) Table 23; and (employment status) Table 24.

TABLE 4.19
EDUCATIONAL PLANS ACCORDING TO AGE

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
18-25	4	16	10	9	14	9	62
26-30	9	8	9	9	2	9	46
31-40	9	11	10	17	12	6	55
41-50	13	15	15	10	4	9	66
50+	<u>8</u>	<u>9</u>	<u>9</u>	<u>0</u>	<u>7</u>	<u>3</u>	<u>36</u>
Total	43	59	73	45	39	36	265

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
18-25	65	25.8	16.1	14.5	22.6	14.5
26-30	19.6	17.4	19.6	19.6	4.3	19.6
31-40	16.4	20.0	18.2	12.7	21.8	10.9
41-50	19.7	22.7	22.7	15.2	6.1	13.6
50+	<u>22.2</u>	<u>25.0</u>	<u>25.0</u>	<u>0</u>	<u>19.4</u>	<u>8.3</u>
Total	17.1	22.8	23.8	13.6	11.3	12.4

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other

TABLE 4.20

EDUCATIONAL PLANS ACCORDING TO
MARITAL STATUS

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
Single	5	11	6	9	4	6	41
Married	30	40	38	22	26	25	181
Divorced	5	3	5	3	3	1	20
Separated	3	5	4	1	5	3	21

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Single	12.2	26.8	14.6	22	9.8	14.6
Married	16.6	22.1	21.0	12.2	14.4	13.8
Divorced	25.0	15.0	25.0	15.0	15.0	5.0
Separated	14.3	23.8	19.0	4.8	23.8	14.3

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other.

TABLE 4.21*

EDUCATIONAL PLANS ACCORDING TO SEX

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
Male	2	12	13	14	11	9	61
Female	40	47	40	21	28	27	203

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Male	3.3	19.7	21.3	23	18	14.8
Female	19.7	23.2	19.7	10.3	13.8	13.3

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other

* Significant at the .05 level based on a chi-squared analysis.

TABLE 4.22*

EDUCATIONAL PLANS ACCORDING TO RACE

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
White	18	40	22	10	23	16	129
Non-white	24	16	31	27	20	23	141

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
White	13.9	31	17.0	7.7	17.8	12.4
Non-white	17.0	11.3	21.9	19.1	14.1	16.3

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other

* Significant at the .05 level based on a chi-squared analysis.

TABLE 4.23

EDUCATIONAL PLANS ACCORDING TO
LAST SCHOOL GRADE COMPLETED

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F
Third	0	0	0	0	0	0
Fourth	0	0	0	0	0	0
Fifth	0	0	0	0	0	0
Sixth	1	0	0	0	0	0
Seventh	1	0	1	0	0	0
Eighth	8	6	3	2	2	2
Ninth	5	14	8	7	8	10
Tenth	15	10	21	12	15	15
Eleventh	9	21	17	11	10	5
Twelveth	<u>1</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>2</u>
Total	40	58	53	35	38	34

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Third	0.0	0.0	5.7	0.0	0.0	0.0
Fourth	0.0	0.0	0.0	0.0	0.0	0.0
Fifth	0.0	0.0	0.0	0.0	0.0	0.0
Sixth	2.5	0.0	0.0	0.0	0.0	0.0
Seventh	2.5	0.0	1.0	0.0	0.0	0.0
Eighth	20	10.3	3.0	5.7	5.3	5.9
Ninth	12.5	24.1	8.0	20.0	21.1	29.4
Tenth	37.5	29.3	21.0	34.3	39.5	44.1
Eleventh	22.5	26.2	17.0	31.4	26.3	14.7
Twelveth	2.5	0.0	3.0	8.6	7.9	5.9

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other.

TABLE 4.24
EDUCATIONAL PLANS ACCORDING TO
EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
Employed	23	19	29	21	26	23	141
Unemployed	4	7	4	7	4	2	28
Housewife	15	23	16	8	23	13	98

PERCENTAGE DISTRIBUTION							
	A	B	C	D	E	F	
Employed	16.3	13.4	20.5	14.8	18.4	16.3	
Unemployed	14.2	25	14.2	25	14.2	7.1	
Housewife	15.3	23.4	16.3	8.1	23.4	13.2	

LEGEND: A. Will take some classes in Adult Evening High School.
 B. Have no special educational plans.
 C. Plan on taking some classes at a Junior College.
 D. Would like to enter a technical school.
 E. Would like to enter college.
 F. Other.

The Pearson statistics obtained as a result of the chi-squared test of independence were not significant at the .05 level for the variables of: age, marital status, last grade completed and employment status. Significant differences were found within the variables of sex and race.

A post hoc test was calculated to determine the significant comparisons which caused the rejection of the null hypotheses within the chi-squared test of independence for

the statistically significant variables of sex and race. The results suggest: a statistically significant proportion of whites had no further special educational plans; a statistically significant proportion of blacks wanted to enter technical schools; a statistically significant proportion of females would enroll in future adult educational programs; a statistically significant proportion of males selected vocational schools.

Question 5:

What is the amount of participation in previous adult education programs:

The responses of the participants were examined through a frequency and percentage distribution within the following categories: (sex) Table 25; (race) Table 26; (employment status) Table 27; (age) Table 28.

TABLE 4.25

SEX

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	A	B	Total		A	B
Male	27	42	69	Male	39.1	60.9
Female	109	114	223	Female	51.1	48.9

LEGEND: A. Yes
B. No

TABLE 4.26

RACE

FREQUENCY DISTRIBUTION			PERCENTAGE DISTRIBUTION	
	A	B	Total	
White	58	85	143	White 40.5 59.5
Non-white	78	71	149	Non-white 50.3 47.7

LEGEND: A. Yes B. No

TABLE 4.27

EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION			PERCENTAGE DISTRIBUTION	
	A	B	Total	
Employed	77	79	156	Employed 49.3 40.7
Unemployed	10	22	32	Unemployed 30.3 69.7
Housewife	41	57	98	Housewife 41.8 58.2

LEGEND: A. Yes B. No

TABLE 4.28

AGE

FREQUENCY DISTRIBUTION			PERCENTAGE DISTRIBUTION	
	Yes	No	Total	
18-25	23	42	65	18-25 35.3 65.3
26-30	23	24	47	26-30 48.9 51.1
31-40	35	28	63	31-40 55.5 44.5
41-50	39	35	74	41-50 52.7 47.3
50+	15	28	43	50+ 34.8 65.2

A survey of the total sample revealed 46.5 percent of the sample had been previously involved in adult education programs.

A survey of tables 25-28 suggests that no large deviations exist between the total samples' response pattern to this question and the responses obtained when examined by the categories discussed above. The only notable exceptions were: 30 percent of the unemployed had been previously involved in adult education classes; and 35.1 percent of those individuals in the total sample between 18-25 had been involved in adult education classes and 34 percent of those over 50 had been involved in previous adult education.

Sub Question 5:

What are the participants stated reasons for not participating in previous adult education programs?

The response patterns of the participants were examined through a frequency and percentage distribution within the following categories: (sex) Table 29; (race) Table 30.

The response patterns of the total sample are: 14.8 percent felt programs were too costly; 22.9 percent felt programs were not offered at a convenient time; 16.6 percent felt their job prevented their involvement; 20.7 percent felt they did not have enough time; 0 percent felt the courses would not help them; 11.7 percent did not know they were offered; and 9 percent had other reasons which included: not safe to walk to night school; and baby sitting problems.

TABLE 4,29

STATED REASONS ACCORDING TO SEX

FREQUENCY DISTRIBUTION									
	A	B	C	D	E	F	G	H	Total
Male	6	11	12	10	2	0	9	1	51
Female	29	42	26	41	7	0	19	10	174

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H
Male	11.7	21.5	23.5	19.6	3.9	0	17.6	1.9
Female	16.6	24.0	14.9	25.5	4.0	0	10.9	5.7

LEGEND:

- A. They were too costly.
- B. They were not offered at a convenient time.
- C. My job prevented it.
- D. I didn't have enough time.
- E. The classes offered wouldn't help me.
- F. I didn't qualify.
- G. I didn't know they were offered.
- H. Other.

TABLE 4.30

STATED REASONS ACCORDING TO RACE

FREQUENCY DISTRIBUTION

	A	B	C	D	E	G	H	Total
White	22	31	19	28	2	17	6	125
Non-white	12	20	19	24	7	11	1	94

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	G	H
White	17.6	24.8	15.2	22.4	1.6	13.6	4.8
Non-white	12.7	21.2	20.2	25.5	7.4	11.7	1.0

LEGEND: A. They were too costly.
 B. They were not offered at a convenient time.
 C. My job prevented it.
 D. I didn't have enough time.
 E. The classes offered wouldn't help me.
 F. I didn't qualify. (NOT USED)
 G. I didn't know they were offered.
 H. Other.

A survey of tables 29 and 30 suggests that large deviations do not exist between these categories and the response patterns of the total sample.

QUESTION 6:

What are the stated recommendations of the participants for improvement of "T.V. High School"?

The response patterns of the participants were examined through a frequency and percentage distribution within the following categories: (sex) Table 31; (race) Table 32.

TABLE 4.31

STATED IMPROVEMENTS ACCORDING TO SEX

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	Total
Male	27	23	34	10	13	6	113
Female	68	89	112	60	43	34	406

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Male	23.2	19.8	29.3	11.2	11.2	5.1
Female	16.7	21.9	27.5	14.7	10.5	8.3

LEGEND: A. Personal helper
 B. Classroom meetings with teachers
 C. A telephone number to call for help over the phone
 D. Records I could buy or check out
 E. Other books I could get
 F. Other

TABLE 4.32

STATED IMPROVEMENTS ACCORDING TO RACE

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
White	28	44	70	35	19	26	222
Non-white	66	72	76	38	37	14	303

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
White	12.6	19.8	31.5	15.7	8.5	11.7
Non-white	21.7	23.7	25	12.5	12.2	4.6

LEGEND: A. Personal helper.
 B. Classroom meetings with teachers.
 C. A telephone number to call for help over the phone.
 D. Records I could buy or check out.
 E. Other books I could get.
 F. Other.

The percentage distribution of the total sample responses is: 16.3 percent recommended tutorial help be provided with the program; 19.6 percent wanted classroom situation for GED instruction; 29.1 percent recommended a telephone number to call to obtain clarification or assistance; 13.4 percent recommended records to be purchased to help make up for missed programs or clarification; 10.7 percent recommended supplemental texts; 7.7 percent had other recommendations which included better viewing time when children are in school,

specific homework assignments, slower pace even if it included more lessons, free books or library-type book system.

A survey of tables 31-32 suggest that no large deviations exist between the total samples' response pattern and the response pattern contained within these categories.

The results indicate that "T.V. High School" participants emphasized recommendations which focused on two way communications between themselves and teachers or tutors.

A contingency table illustrating the percentage of individuals who passed or failed the GED Test and their recommendations for improvement of the course appears in Table 33.

A chi-squared test of independence found no significant differences at the .05 level between passing and failing the GED Test and the participants' recommendations for improvements.

Question 7:

What are the participants' stated reasons for dropping out of "T.V. High School"?

The response patterns of the participants were examined through a frequency and percentage distribution within the following categories: (stated reasons according to sex) Table 34; (stated reasons according to race) Table 35; (stated reasons according to employment status) Table 36; (stated reasons according to age) Table 37.

At the time of the questionnaire, 37 percent of the participants indicated they were no longer watching "T.V. High School." At the end of the running of "T.V. High School" only 26 percent of the total sample had completed the program by taking the GED Test.

TABLE 4.33

STATED IMPROVEMENTS AND THE PASSING OR
FAILING OF THE GED TEST

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	Total
Pass	11	16	25	14	12	9	87
Fail	6	9	3	8	4	4	34

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Pass	12.6	18.3	28.7	16	13.7	21.8
Fail	17.6	26.4	8.8	23.5	11.7	11.7

LEGEND: A. Personal helper.
 B. Classroom meetings with teachers.
 C. A telephone number to call for help over the phone.
 D. Records I could buy or check out.
 E. Other books I could get.
 F. Other.

TABLE 4.34

STATED REASONS ACCORDING TO SEX

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J	Total
Male	1	1	1	1	1	10	1	3	3	7	29
Female	1	4	1	5	1	19	2	6	23	27	87

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J
Male	3.4	5.3	3.4	3.4	3.4	34.4	3.4	10.3	10.3	20.3
Female	1.3	4.5	1.1	5.7	1.3	21.8	2.2	6.8	26.4	31

- LEGEND:
- A. The programs were not interesting.
 - B. Already knew what they were talking about.
 - C. The lectures seemed hard.
 - D. I felt I couldn't pass the exam.
 - E. Books were too hard.
 - F. Had personal reasons.
 - G. A T.V. program came on at the same time that some other member of my family liked.
 - H. I preferred to work at a slower rate.
 - I. Had no one to go to for help when I did not understand something.
 - J. Other.

TABLE 4-35

STATED REASONS ACCORDING TO RACE

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J	Total
White	0	4	2	4	0	16	0	4	12	13	45
Non-white	0	0	0	0	5	13	4	5	15	22	55

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J
White	0	8.8	4.4	8.8	0	35.5	0	8.8	26.6	28.8
Non-white	0	0	0	0	9	23.6	7.2	9	27.2	23.6

- LEGEND:
- A. The programs were not interesting.
 - B. Already knew what they were talking about.
 - C. The lectures seemed hard.
 - D. I felt I couldn't pass the exam.
 - E. Books were too hard.
 - F. Had personal reasons.
 - G. A T.V. program came on at the same time that some other member of my family liked.
 - H. I preferred to work at a slower rate.
 - I. Had no one to go to for help when I did not understand something.
 - J. Other.

TABLE 4.36

STATED REASONS ACCORDING TO EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J	Total
Employed	0	1	2	4	1	15	3	7	11	15	59
Unemployed	0	1	0	0	0	7	0	0	3	7	18
Housewife	0	2	0	2	0	7	1	2	11	13	28

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J
Employed	0	1.6	3.3	6.7	1.6	25.7	0	11.8	18.6	25.4
Unemployed	0	5.5	0	0	0	38.8	0	0	16.6	38.8
Housewife	0	7.1	0	7.1	0	25.0	3.5	7.1	39.2	46.4

- LEGEND:
- A. The programs were not interesting.
 - B. Already knew what they were talking about.
 - C. The lectures seemed hard.
 - D. I felt I couldn't pass the exam.
 - E. Books were too hard.
 - F. Had personal reasons.
 - G. A.T.V. program came on at the same time that some other member of my family liked.
 - H. I preferred to work at a slower rate.
 - I. Had no one to go to for help when I did not understand something.
 - J. Other.

TABLE 4.37

STATED REASONS ACCORDING TO AGE

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J	Total
18-25	0	2	0	2	0	11	2	1	7	9	34
26-30	0	2	1	2	0	5	1	1	4	14	30
31-40	0	1	0	1	0	6	0	2	9	4	23
41-50	0	1	0	0	1	1	1	4	5	6	19
50 plus	0	0	1	1	0	1	0	1	2	2	8

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G	H	I	J
18-25	0	5.8	0	5.8	0	32.3	5.8	2.9	20.5	26.4
26-30	0	6.6	3.3	6.6	0	16.6	3.3	3.3	13.3	46.6
31-40	0	4.5	0	4.5	0	22.7	0	9.0	40.9	18.1
41-50	0	5.5	0	0	5.5	5.5	5.5	22.2	27.7	33.3
50 plus	0	0	12.5	12.5	0	12.5	0	12.5	25	25

- LEGEND:
- A. The programs were not interesting.
 - B. Already knew what they were talking about.
 - C. The lectures seemed hard.
 - D. I felt I couldn't pass the exam.
 - E. Books were too hard.
 - F. Had personal reasons.
 - G. A T.V. program came on at the same time that some other member of my family liked.
 - H. I preferred to work at a slower rate.
 - I. Had no one to go to for help when I did not understand something.
 - J. Other.

The percentage distribution of these respondents' stated reasons for dropping out of "T.V. High School" are: 8 percent felt the programs were not interesting; 10.3 percent felt that they already knew the material; 1.7 percent felt the lectures seemed too hard; 5.1 percent felt they couldn't pass the GED Test; .8 percent felt the books were too hard; 25 percent of the sample had personal reasons; 2.5 percent found "T.V. High School" conflicting with family television programs; 7.7 percent preferred to work at a slower pace; 22.5 percent had no one to go to for help; 23 percent had other reasons which included: lack of books, didn't know where to buy books, work conflict, started watching "T.V. High School" too late to catch up on missed work and didn't have enough time.

A survey of tables 34-37 indicates no large deviations between the total response patterns of the sample and the response patterns contained within these categories.

The results of question seven indicate that a major reason for dropping out of "T.V. High School" was the way communication existed between the program and the participants. This problem was also focused on in the recommendations for improvement of the program by the participants.

Sub Question 7:

Is there any relationship between age, sex, marital status, race, job description or last grade completed and dropping out or completing "T.V. High School"?

Contingency tables were constructed and a chi-squared test was used to determine if any statistically significant

differences existed between the variable of: (age) Table 38; (sex) Table 39; (marital status) Table 40; (race) Table 41; (job description) Table 43; (last grade completed) Table 43.

TABLE 4.38

AGE

FREQUENCY DISTRIBUTION

	18-25	26-30	31-40	41-50	50+	Total
Dropped-out	57	42	52	56	28	235
Completed	11	9	12	18	16	66

PERCENTAGE DISTRIBUTION

	18-25	26-30	31-40	41-50	50+
Dropped-out	24.3	17.9	22.1	23.8	11.9
Completed	18.2	13.6	18.2	27.3	22.7

TABLE 4.39

SEX

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	A	B	Total		A	B
Dropped-out	59	174	233	Dropped-out	25.3	74.7
Completed	12	54	66	Completed	18.2	81.8

LEGEND: A. Male
B. Female

TABLE 4.40
MARITAL STATUS

FREQUENCY DISTRIBUTION					
	A	B	C	D	Total
Dropped-out	40	15	17	24	234
Completed	7	53	4	2	66

PERCENTAGE DISTRIBUTION

	A	B	C	D
Dropped-out	15.7	68.0	7.0	8.7
Completed	10.6	80.3	6.1	3.0

LEGEND: A. Single C. Divorced
 B. Married D. Separated

TABLE 4.41

RACE

FREQUENCY DISTRIBUTION				PERCENTAGE DISTRIBUTION		
	A	B	Total		A	B
Dropped-out	104	127	231	Dropped-out	44.6	54.5
Completed	39	25	64	Completed	60.9	39.1

LEGEND: A. White
 B. Non-white

TABLE 4.42
JOB DESCRIPTION

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	G	Total
Dropped-out	0	15	25	30	70	29	50	219
Completed	2	1	7	7	30	1	17	65

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F	G
Dropped-out	0.0	6.6	10.9	13.1	30.6	12.7	21.8
Completed	3.1	1.5	10.8	10.8	46.2	1.5	26.2

LEGEND: A. Self-employed in business.
 B. Skilled tradesman (plumber, electrician, etc.)
 C. Office Worker.
 D. Factory Worker.
 E. Housewife.
 F. Unemployed.
 G. Other.

TABLE 4.43
LAST GRADE COMPLETED

FREQUENCY DISTRIBUTION

	3	4	5	6	7	8	9	10	11	12	Total
Dropped-Out	0	0	0	3	3	16	42	41	64	10	229
Completed	0	0	0	0	1	7	16	18	21	2	65

PERCENTAGE DISTRIBUTION

	3	4	5	6	7	8	9	10	11	12
Dropped-out	0.0	0.0	0.0	1.3	1.3	7.0	18.3	39.7	27.9	4.4
Completed	0.0	0.0	0.0	0.0	1.5	10.8	24.6	27.7	32.3	3.1

The Pearson statistics obtained as a result of the chi-squared test of independence were not significant at the .05 level for the variables of: age, sex, race, marital status and job description.

QUESTION 8:

Is there a relationship between the amount of time spent watching "T.V. High School" and the passing or failing of the GED Test?

A contingency table was constructed and a chi-squared test was used to determine if a statistically significant difference existed between failing or passing the GED Test and the amount of time spent watching "T.V. High School," Table 44.

TABLE 4.44

STATED AMOUNT OF TIME SPENT WATCHING
PROGRAMS ACCORDING TO PASSING
OR FAILING GED TEST

FREQUENCY DISTRIBUTION

	A	B	C	D	E	TOTAL
Pass	1	2	3	9	34	49
Fail	0	1	4	5	6	16

PERCENTAGE DISTRIBUTION

	A	B	C	D	E
Pass	3	4.0	6.1	18.3	69.3
Fail	0	6.3	25.0	31.3	37.5

LEGEND: A. No time spent watching the programs
 B. One time per week
 C. Two times per week
 D. Three times per week
 E. Four times per week
 F. Five times per week

The resulting Pearson statistic indicates that a significant difference did not exist at the .05 level between passing or failing of the GED Test and amount of time spent watching "T.V. High School."

This data further reinforces the results obtained from question two indicating that the program made no real difference as to whether a person passed or failed the GED Test.

QUESTION 9:

What type of person is enrolled in home study course in preparation for the GED Test?

A frequency and percentage distribution of the demographic information of the sample appears below:

	<u>Frequency</u>	<u>Percentage</u>
1. <u>SEX</u>		
Male	73	23.9
Female	231	75.7
2. <u>AGE</u>		
18-25	70	23.0
26-30	51	16.0
31-40	65	21.3
41-50	75	24.6
50+	44	14.4
3. <u>RACE</u>		
White	145	47.5
Black	154	52.0
Yellow	1	.3
4. <u>MARITAL STATUS</u>		
Single	48	15.7
Married	207	67.9
Divorced	21	6.9
Separated	26	8.5
5. <u>EMPLOYMENT STATUS</u>		
Self-employed	2	.7
Skilled tradesman	15	4.9
Office worker	31	10.2
Factory worker	39	12.8
Housewife	101	33.1
Unemployed	30	9.8
Other (unskilled laborors)	62	20.0
6. <u>LAST GRADE COMPLETED</u>		
3		
4		
5		
6	3	1.0
7	4	1.3
8	24	7.9
9	60	19.7
10	109	35.7
11	87	28.5
12	12	3.9

An examination of the demographic data suggests:

1. The sample was predominately composed of women.
2. Forty percent of the sample was over forty years of age.
3. Equal distribution existed among whites and blacks.
4. Less than 10 percent of the sample was unemployed with 33 percent of the sample housewives and 33 percent engaged in semi-skilled occupations.
5. Seventy percent of the sample was married.

QUESTION 10:

How did the participants in "T.V. High School" become aware of the program?

The response patterns of the participants were examined through a frequency and percentage distribution within the following categories: (sex) Table 45; (race) Table 46; (employment status) Table 47.

The percentage distribution for the total samples' responses are: 15.4 percent heard about "T.V. High School" over television; 17.0 percent heard about "T.V. High School" through friends; 53 percent read about the program in the newspaper; 5.2 percent heard about "T.V. High School" through community action programs; .9 percent heard about "T.V. High School" through church announcement; 8.1 percent heard about "T.V. High School" in other ways which included: employment office, employers, ADC workers.

A survey of tables 45-57 suggests that no large deviations exist between the total response pattern of the sample to this question and the responses obtained within these categories. The results clearly indicate the best way to publicize a course of this type is through extensive newspaper and TV coverage.

TABLE 4.45

SEX

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	Total
Male	17	12	39	7	0	6	81
Female	30	40	123	9	3	19	224

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Male	20.4	14.8	48.1	8.6	0.0	7.4
Female	13.3	17.8	54.9	4.0	1.3	8.4

LEGEND: A. Heard about it over T.V.
 B. Heard about it from my friends.
 C. Read about it in the newspaper.
 D. Heard about it from my community action center.
 E. Heard about it from my local church.
 F. Other.

TABLE 4.46

RACE

FREQUENCY DISTRIBUTION

	A	B	C	D	E	F	Total
White	13	29	86	2	1	9	140
Non-white	19	22	74	13	2	14	144

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
White	9.2	20.7	61.4	1.4	.7	6.4
Non-white	13.1	15.2	51.3	9.0	1.3	9.7

LEGEND: A. Heard about it over T.V.
 B. Heard about it from my friends.
 C. Read about it in the newspaper.
 D. Heard about it from my community action center.
 E. Heard about it from my local church.
 F. Other.

TABLE 4:47
EMPLOYMENT STATUS

FREQUENCY DISTRIBUTION							
	A	B	C	D	E	F	Total
Employed	23	30	88	8	1	14	164
Unemployed	4	2	15	4	1	4	30
Housewives	<u>10</u>	<u>20</u>	<u>60</u>	<u>4</u>	<u>1</u>	<u>7</u>	<u>102</u>
Total Sample	47	52	162	16	3	25	305

PERCENTAGE DISTRIBUTION

	A	B	C	D	E	F
Employed	13.9	18.1	53.3	4.8	.6	8.4
Unemployed	13.3	6.6	50.0	13.3	3.3	13.3
Housewives	<u>9.8</u>	<u>19.6</u>	<u>58.8</u>	<u>3.9</u>	<u>.9</u>	<u>6.8</u>
Total Sample	15.4	17.0	33.1	5.2	.9	8.1

LEGEND: A. Heard about it over T.V.
 B. Heard about it from my friends.
 C. Read about it in the newspaper.
 D. Heard about it from my community action center.
 E. Heard about it from my local church.
 F. Other.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was initiated as a means of evaluating "T.V. High School" as an effective way of preparing persons to pass the General Education Development Test. The main objectives of the study were: first, to determine whether "T.V. High School" is an effective way of preparing persons to pass the GED Test; second, to determine whether there are any relationships between demographic factors as defined by this study and the completion of this program; third, to determine whether there are any relationships between demographic factors and the GED Test results.

In order to obtain the information necessary to evaluate the effectiveness of "T.V. High School" a series of questions was formulated. The purpose of these questions was to provide a general framework upon which to base the study.

The following questions were used:

1. What are the stated purposes of the participants in taking a program of this type?
2. Is "T.V. High School" an effective means of preparing persons to pass the GED Test?
- Sub 2. Is there any relationship between demographic factors of age, sex, race, marital status, employment status and the successful completion of the GED Test?

3. Is the high school dropout aware that an equivalency certificate is available through state departments of education by successfully passing the GED Test?
- Sub 3. Does age, marital status, sex, race, employment status or last grade completed have any effect on the awareness of the GED Test?
4. What are the future educational plans of the participants upon the completion of "T.V. High School"?
- Sub 4. Does marital status, age, sex, race and last grade completed make a difference in aspirational level of the participants?
5. What is the amount of participation in previous adult education programs?
- Sub 5. What are the participants' stated reasons for not participating in adult education programs?
6. What are the recommendations of the participants for improvement of "T.V. High School"?
7. What are the participants' stated reasons for dropping out of "T.V. High School" before its completion?
- Sub 7. Is there any relationship between age, sex, employment status and marital status and dropping out of "T.V. High School"?
8. Is there a relationship between the amount of time spent watching "T.V. High School" and the passing of the GED Test?
9. What type of person is enrolled in a home study course in preparation for the GED Test?
10. How do the participants in "T.V. High School" become aware of the program?

The total population of 436 persons who registered for "T.V. High School" in Detroit during the spring of 1969 was designated as the sample to be used in the study. Each of the registrants in the program was asked to come into the "T.V. High School" office and take a pre-test consisting of a sub-test of the GED Test Battery randomly assigned to the participants. Upon completion of the program, all

registrants in the program were invited into the office to take the GED Test. Form L of the GED Test Batteries was used for this post-test.

A questionnaire was developed by the author in cooperation with the Michigan State University College of Education Research Department and mailed with a cover letter to each registrant. A total of 305 returns were received representing 69.7 percent of the participants.

When the questionnaires were received and the data tabulated, the following statistical techniques were used:

1. Frequency counts and percentage distributions were tabulated for all categories specified by the questions of the study.
2. Chi-squared tests of independence were calculated among the demographic variables of: age, sex, race, job description, employment status and last grade completed and the categories specified by the questions of the study.
3. Post hoc tests were calculated to determine the significant comparisons which caused the rejection of the null hypotheses within the significant chi-squared tests of independence.
4. A Cochran (Q) was calculated to determine if a significant difference existed between the proportion of persons passing the pre-test as compared to the proportion of persons passing the post-test.
5. A "t" test of significance was calculated between pre-test scores and post-test scores.

6. A chi-squared test of independence was calculated between the percentage of "T.V. High School" participants who passed the GED Test and national GED passing averages.
7. A Pearson Product correlation was calculated between successful completion of the GED Test and the variables of age and last grade completed.

Conclusions

The statistical analysis of the data led to the following conclusions based on the results of the study:

1. "T.V. High School" is a means to an end rather than an end in itself for the participants. The stated reasons for involvement in "T.V. High School" were centered upon upgrading employment and social status.
2. Participants took part in this particular program because so few other programs seemed available to them.
3. "T.V. High School" is not an effective means of preparing persons to pass the GED Test based upon pre- and post-test data.
4. "T.V. High School" is no more effective than the informal means available of preparing persons to pass the GED Test based on national averages.
5. The lack of a relationship between demographic data and the successful completion of the GED Test suggests that specific demographic variables cannot be identified as potential predictors of GED success.

6. There seems to be a relationship between whether one is employed and awareness of the GED.
7. The lack of awareness by the participants of the existence of the GED Test indicates that schools, social agencies and employment agencies are not doing their job of making individuals aware of the alternate means of receiving a high school diploma.
8. The publicity of "T.V. High School" has informed many dropouts of the existence of the GED Test and the high school equivalency diploma who would otherwise not be aware of it.
9. Although significant differences exist between awareness of the GED Test and the variables--last grade completed, sex, employment status--it is beyond the scope of this study to deal with the complexity of the causal factors which brought about these results. These results do, however, further reinforce the notion that methods must be employed to make the drop-out aware of the existence of the GED Test and that no systematic method is currently available.
10. "T.V. High School" is reported as a means of furthering educational aspirations. Many aspire to the junior and four year college level.
11. Non-white participants perceived "T.V. High School" as a means to an end rather than an end in itself while white participants perceived "T.V. High School" as an end in itself. It is beyond the scope of this study to deal with the complexity of the causal factors which brought about these results.

12. The majority of "T.V. High School" participants had not previously participated in adult education courses suggesting that adult education programs as they currently exist are not meeting the needs of the high school dropout.
13. The relationship between involvement in adult education courses and employment status suggests that adult education courses as they now exist are doing even less in meeting the needs of the unemployed dropout than the employed dropout.
14. A large emphasis in the recommendations made by the participants was the need for personalized two-way communication between the program and the participants. These recommendations are, in part, a result of the participants not being accustomed to an instructional program of this mechanical type. The significance of the recommendations is enhanced by the fact that significant differences were not found between those that passed or failed the GED Test and their recommendations for improvement of the program.
15. A major reason for dropping out of "T.V. High School" centered around the lack of two way communication between the program and the participants. This problem is partly inherent in the program due to its uniqueness, but also increased due to the lack of orientation of the participants at the beginning of the program.

16. The lack of significant differences among the demographic variables and dropping out of "T.V. High School" suggests that demographic factors cannot be used to identify the type of person who would not complete a program of this type.
17. Significant differences were not found between those who passed or failed the test and the amount of time spent watching the program. This further reinforces previous conclusions that "T.V. High School" is not an effective way of preparing persons to pass the GED Test.
18. The hopes of reaching the hard core unemployed through this program were not achieved. Involvement in "T.V. High School" was primarily among housewives who were taking advantage of the accessibility of the program in their homes.
19. Extensive newspaper coverage is the major means of communication with individuals who need and would use a program of this type.

Recommendations from the study

Upon the basis of the conclusions relative to "T.V. High School" and its evaluation, the following recommendations are appropriate:

1. High school dropouts should be made aware of all the alternative ways of receiving high school certification, especially the GED Test.

2. Adult education programs should begin to develop programs that prepare persons to pass the General Educational Development Test.
3. Research is needed to determine the acceptance of the GED Test by industry and colleges today.
4. Future programs that employ a one-way communication channel between the program and the participants should include an orientation period prior to the instruction. This orientation period would familiarize the participants with the limitations and benefits of a one-way communication channel in order to maximize the instruction presented during the program.
5. Future T.V. instructional programs should attempt to incorporate the suggestions for improvements made by the participants involved in "T.V. High School."
6. Future programs preparing persons to pass the GED Test should not have any entering restrictions based on the demographic variables of: age, sex, marital status, race, job description, employment status and last grade completed as a result of this study.
7. Further research is needed to determine the reasons why "T.V. High School" participants who passed the pre-test (K form of the GED Test) did not finish "T.V. High School" or take the GED Test after they were notified of their pre-test results.

8. Future programs of this type should be flexible in terms of times offered.
9. Further research should attempt to isolate demographic variables and reduce the number of confounding variables so as to get at causal relationships; e.g., employment status and participation in adult education programs, race and educational plans.

Recommendations seen through the Author's Eyes

1. If the GED Test, as we know it, is to continue for high school certification purposes, colleges, universities and state departments of education should join together to provide programs that prepare persons to pass the GED Test.
2. Exploratory studies need to be undertaken to correlate the GED Test Battery with standardized achievement tests in order to establish the minimal reading and mathematical levels necessary to pass the GED Test.
3. Students dropping out of school should be provided with an opportunity to take the GED Test Battery. If the student has the minimal educational skills he should be awarded the GED equivalency certificate. If he does not have the minimal skills necessary to pass the GED Test, he or she should be directed to a support program that will bring them up to a level of proficiency that will enable them to pass the GED Test.

4. Variable proficient levels should be made available to pass the GED Test. A student planning to use the GED Test as a means of upgrading employment status should not have to meet the same standards that a person planning to enter college should meet.
5. GED programs should not only focus on means of raising educational levels to pass the GED Test, but they should also focus on ways of enhancing the self concepts of the participants. Passing of the GED Test and receiving a high school equivalency certificate is not enough to counteract the negative feelings associated with dropping out of high school.

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APPENDICES

APPENDIX A

ANNOUNCEMENT OF POST TEST
TO "T.V. HIGH SCHOOL" PARTICIPANTS

Urban Adult Education Institute
8721 John C. Lodge
Detroit, Michigan 48202

13 June 1969

Dear T. V. High Student:

G.E.D. testing for the T. V. High School program will be offered July 7 - 19, 1969, Monday through Saturday from 8:30 A.M. - 4:00 P.M. at the Urban Adult Education Institute, 8721 John C. Lodge, Detroit, Michigan.

The test is given in five parts, one for each of the subjects studied. Each part requires approximately two hours to complete. You may arrive as early as 8:30 A.M. but no later than 1:30 P.M. for testing.

To register for the test, please call 873-2025 between the hours of 8:30 A.M. and 8:00 P.M.

Sincerely,

Roy L. Roulhac, Coordinator
G.E.D. - T.V. High School

RR/va

APPENDIX B

REINFORCEMENT LETTERS

T.V. High School
8721 John C. Lodge
Detroit, Michigan

This letter is being written to thank you for your time and effort in coming in and taking the GED pre-test.

We are happy to inform you that your score on the pre-test was equal to or greater than forty-five. This score is sufficient to pass the one section of the GED Test that you took as a pre-test. We will retain the score you earned on the pre-test unless you score higher on this section of the GED Test when you come in to take all five sections of the GED Test upon the completion of T.V. High School. If you would receive a lower score on this section of the GED Test, we will disregard your final score and use the pre-test score. Therefore, the taking of the pre-test can only be an aid to your final score.

Your score on the pre-test indicates that with your current ability and the practice provided from T.V. High School, you will have no difficulty passing the entire GED Test and receiving your high school equivalency degree.

If you have any questions or problems concerning T.V. High School, feel free to call our office.

Again may I congratulate you on your pre-test score. I hope to see you at the end of this running of T.V. High School when you come in to take and pass your GED Test.

Yours truly,

Matthew A. Klein
Evaluation Director T.V. High School

MAK:cm

T.V. High School
8721 John C. Lodge
Detroit, Michigan

This letter is being written to let you know that T.V. High School has not forgotten about you since you registered for our course.

We know that your interest in wanting to further your education and receive your high school equivalency degree are the main factors in successfully completing a T.V. study course such as ours. We also know that the material seems difficult and people think about quitting the program because they are afraid that they will not be able to pass the test. Let me assure you that the material is hard. The material has been made more difficult than the GED Test in order to insure that people like yourself will pass the GED Exam upon completion of this home study course. Therefore, don't get discouraged when the material seems difficult. We know you can make it.

If you are having some real difficulty with the course, feel free to call our office and we will try to solve your problem.

Again may I thank you for registering for T.V. High School and I hope in a matter of weeks upon the completion of T.V. High School that I will see you in our office taking and passing your GED Test and receiving your high school equivalency degree.

Yours truly,

Matthew A. Klein
Evaluation Director
T.V. High School

MAK:cm

May 26, 1969

T.V. High School
8721 John C. Lodge
Detroit, Michigan

Dear T.V. High School Viewer:

Since we are in the last four weeks of T.V. High School, I thought I would write you a few lines of encouragement as we near the end. I know that on warm spring days it is very difficult to study and you can use a little encouragement. I feel, along with the rest of the T.V. High School staff, that you can and will provide the final effort necessary to finish the course. These last four weeks will go so fast that before you know it, you will be in our office taking your GED Test. I also know that you will pass your GED Test as have most of the people who completed T.V. High School in the past.

As we approach the final weeks of T.V. High School, we will announce over T.V. the time and place of testing. If you have any other problems or questions concerning T.V. High School, feel free to call our office at any time.

Yours truly,

Matthew A. Klein
Evaluation Director
T.V. High School

APPENDIX C

QUESTIONNAIRE AND COVER LETTER

T.V. High School
8721 John C. Lodge
Detroit, Michigan
June 16, 1969

Dear T.V. High School Registrant,

T.V. High School is interested in finding out more about the interests and desires of people who are working toward a High School diploma. We hope to use the information to enlarge programs for adults who do not have High School diplomas.

There are many problems facing us. We wish we could sit down and talk with each of you individually, for you are the only ones who have the information that will help us. Since this is not possible, we have prepared the enclosed questionnaire which we would like you to fill out and return to us. If you are not watching T.V. High School any more, we need your response to find out why T.V. High School did not meet your needs.

Your feelings and recommendations are very important, so please be honest and frank. We are trying to do a better job for those students who are going to follow you.

Please fill out the questionnaire and put it in the already stamped, addressed envelope. We wish you would do it today. Thank you very much for your help.

Sincerely,

Matthew A. Klein
Evaluation Director
T.V. High School

T.V. HIGH SCHOOL INFORMATION SHEET

On the following questions we would appreciate your checking the appropriate boxes.

1. Your name: _____
2. Your age: 18 - 25 31 - 40 over 51
 26 - 30 41 - 50
3. Your sex: Male Female
4. Marital Status: Single Married
 Divorced Separated
5. How many children do you have?
 0 1 2 3 4 5 over 5
6. What race are you a member of?
 white black yellow
7. What was the last grade you attended in school? (Please circle)
 3 4 5 6 7 8 9 10 11 12
8. Please check the job category to which you belong:
 self employed in business
 skilled tradesman (plumber, electrician, etc.)
 office worker
 factory worker
 housewife
 unemployed
 other Please tell us. _____
9. As a wage earner in your family, you are:
 the main wage earner
 the only wage earner
 providing additional money to your husband's (wife's) salary
 not earning money

10. ☐ I am no longer watching T.V. High School this session.
☐ I am still watching T.V. High School and plan to take my GED test.
☐ I am still watching T.V. High School but do not plan to take my GED test after this running of T.V. High School.
11. Have you ever been refused a job because you have not had a high school diploma?
☐ frequently ☐ sometimes ☐ never
12. If you are a housewife, do you plan to:
☐ work outside the house upon the completion of GED.
☐ remain a housewife upon the completion of GED.
13. Have you ever been involved in adult education classed before enrolling in T.V. High School?
☐ yes ☐ no
14. If you haven't taken any adult education classes after leaving school except for T.V. High School, please check your reason or reasons below.
☐ They were too costly.
☐ They were not offered at a convenient time.
☐ My job prevented it.
☐ I didn't have enough time.
☐ The classes offered wouldn't help me.
☐ I didn't qualify.
☐ I didn't know they were offered.
☐ Other _____
15. Do you have any plans after you recive your GED Diploma?
☐ I will take some classes in adult evening high school.
☐ I have no special educational plans.
☐ I plan on taking some classes at a junior college.
☐ I would like to enter a technical school.
☐ I would like to enter college.
☐ Other _____
16. Which T.V. High School program do you usually watch?
☐ 6:30 a.m. ☐ 6:30 p.m.

17. We would like to help you and others get their GED Diploma. What would you suggest to improve the program? (Check as many of the suggestions you feel apply.)

☐ personal helper
☐ classroom meetings with teachers
☐ a telephone number to call for help over the phone
☐ records I could buy or check out
☐ other books I could get
☐ other (Write any additional comments you would like to make.)

18. We would like to know if you feel that television is a good way of preparing people for the GED Exam. Please tell us how often you watch T.V. High School. Circle the average number of T.V. High School programs you watch during the week.

☐ none ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

19. People have many reasons for wanting a GED Diploma and participating in T.V. High School. We would like to know why you were interested. (Please check as many as were important to you.)

☐ I enjoy learning about things.
☐ I needed my GED Diploma to continue in my present job.
☐ I needed my GED Diploma to get a promotion in my present job.
☐ I wanted something to do.
☐ I needed my GED Diploma to get a better job.
☐ I always wanted to get my GED Diploma but didn't know how until I heard of T.V. High School.
☐ I wanted to take a college course.
☐ No special reason.
☐ Other. Please tell us. _____

20. Did you know that you could get a GED high school equivalency certificate before you heard about T.V. High School?

☐ yes ☐ no

21. Have you ever taken the GED Exam (the pre-test for T.V. High School does not count.)

☐ yes ☐ no

22. In order to help us further develop opportunities for persons to participate in GED programs, please tell us how you found out about T.V. High School.

☐ I heard about it over T.V.
☐ I heard about it from my friends.
☐ I read about it in the newspaper.
☐ I heard about it from my community action center.
☐ I heard about it through my local church.
☐ Other. Please tell us: _____

23. (Question 23 should only be answered by persons not watching T.V. High School.)

If you are no longer watching T.V. High School, please check your reason or reasons for no longer watching.

☐ The programs were not interesting.
☐ I already know what they were talking about.
☐ The lectures seemed hard.
☐ I felt I could not pass the exam.
☐ Books were too hard.
☐ I had personal reasons.
☐ A T.V. program came on at the same time that some other member of my family liked.
☐ I preferred to work at a slower rate.
☐ I had no one to go to for help when I did not understand something.
☐ Other. _____

Your cooperation in filling out this questionnaire is sincerely appreciated. Please place it in the addressed, stamped envelope and drop it in the nearest mailbox.

APPENDIX D

- (1) FOLLOW-UP POSTCARD
- (2) FOLLOW-UP LETTER

(1) FOLLOW-UP POSTAL CARD

Dear _____:

Have you completed the questionnaire we sent you on concerning "T.V. High School"?

If not, please try to complete it as soon as you can. Your help by filling out the questionnaire will be gratefully appreciated.

Thank you.

Matthew A. Klein

Evaluation Director
"T.V. High School"

(2) FOLLOW-UP LETTER

T.V. High School
8721 John C. Lodge
Detroit, Michigan
July 18, 1969

Dear T.V. High School Registrant:

We haven't received your T.V. High School information sheet as yet. It might have been lost in the mail or misplaced at our office. Therefore, we would greatly appreciate your filling out another information sheet for us. We have enclosed a stamped envelope for your convenience.

We need everyone's opinion, whether you watched T.V. High School or not, in order to do a better job of providing programs for persons who want to receive a high school equivalency certificate. So please drop this questionnaire in the mail today.

Sincerely,

Matthew A. Klein
Evaluation Director
T.V. High School

MAK/jaj

Enclosure