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**AN EXPLORATORY STUDY OF WOMEN WHO RETURN TO COMPLETE A
HIGH SCHOOL EDUCATION**

Michigan State University

Ph.D. 1982

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AN EXPLORATORY STUDY OF WOMEN WHO RETURN
TO COMPLETE A HIGH SCHOOL EDUCATION

By

Doris Denise Yates

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

Department of Adult and Continuing Education

1982

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1982

ABSTRACT

AN EXPLORATORY STUDY OF WOMEN WHO RETURN TO COMPLETE A HIGH SCHOOL EDUCATION

By

Doris Denise Yates

It has been said . . . that an education for women which sharpens intellectual curiosity and quickens the imagination is either a waste of time or a source of frustration, since the roles of women as wives and mothers will prevent them from enjoying any of their intellectual or cultural interest.

Taylor, 1954

The central purposes involved in this exploration were to (1) identify the personal and environmental characteristics of women enrolled in Adult Basic Education, General Educational Development and High School Completion programs; (2) identify the intrinsic and extrinsic factors which motivated their return to formal education; and (3) identify the most significant marketing techniques which created the awareness of adult education programs for women. The total population for the study was comprised of 138 women enrolled in high school completion programs in an urban mid-Michigan city.

A questionnaire was developed and administered in order to gather data for the study. A pilot study was

conducted to determine (1) clarity of the questions asked, (2) whether information gathered from the questionnaire was the information sought, and (3) whether the instrument would have to be read to the population by the administrant. Frequencies and means were utilized to examine the responses to the questionnaire.

Summary of Major Findings

1. Women who participated were single, predominantly white, unemployed and had incomes below \$5,000.
2. The primary motivating factors for participation in a high school completion program were to obtain a high school diploma and to further their educational and career plans.
3. The variety of times when classes were offered and individual learning seemed to satisfy the perceived educational needs of the women.
4. Word of mouth was the means through which many of the women became aware of the programs. However, the Black and Hispanic women learned of the programs through television.
5. The significant other of the participant had more education than the women participants.

This dissertation is dedicated to my mother
Doris, my sister Carol and My Aunt Martha
and Uncle Walter for their love, encouragement, and support
and
Lilly B. Nelson Douglas
(1917-1982)
for her warm smile and
undying strength

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CHAPTER I

INTRODUCTION

Historically, education has been fashioned around the adult roles and tasks which men and women were to assume. Men were expected to fulfill the role of provider and father, women to carry out the responsibilities of domestic life which included bearing and rearing children and maintaining the home (Sexton, 1976). Societal expectations often locked individuals into situational barriers which prevented the development of their potential. For women, the situation was stifling. Taylor (1954) made the following statement:

It has been said . . . that an education for women which sharpens intellectual curiosity and quickens the imagination is either a waste of time or a source of frustration, since the role of women as wives and mothers will prevent them from enjoying any of their intellectual or cultural interest.

The organization of educational opportunities for males and females was a reflection of this attitude. Formal educational opportunities for males were established in the United States in 1636 while women did not enter the classroom until 1746. It was an additional seventy-five years before Emma Willard opened Troy Seminary in New York in

1821 as the first women's high school. Educational opportunities increased during the latter part of the 1800s, but the percentage of females participating lagged far behind the percentage of males (Altbach, 1974).

The attitudes towards female education have changed during the past few decades. More women began pursuing educational opportunities than ever before. The more education they received, the more their occupational aspirations changed (Baker, et al., 1980).

Education also changed the self-image, provided new skills, increased independence and enlightened them about their human legal rights (Sexton, 1976).

Data regarding education for women, their motivation, program selection and placement have been readily available (Karelius-Schumacher, 1977; Sexton, 1976; Westervelt, 1975; Baker, et al., 1980). The re-entry of women into the work force, the "displaced homemaker," and women support groups at the college level have been researched in various environments throughout the country. The population which has received the least amount of attention in the research has been women who left the educational environment prior to high school graduation.

Undereducated women have been a very real part of the population and without an adequate education, they fall into the "clutches of ignorance." An anonymous writer made this observation:

Ignorance is the mother of superstition, of bigotry, of fanaticism, of disaffection, of cruelty, and of rebellion . . . and we may lay this down as incontestible truth, that a well informed and intelligent people . . . will always be more orderly, more decent, more humane, more virtuous . . . than a people devoid of instruction and all education. (The Joy of Words, 1960)

In 1970, there were 534,117 women 25 years of age or older with less than a high school diploma in the State of Michigan. The annual dropout rate of women from high school (grades 9-12) was 5.12 percent (Michigan Statistical Abstracts, 1980). This situation was not gone totally unnoticed.

Recommendation: The first priority in the nation's commitment to equal educational opportunity for women should be placed on changing policies in pre-elementary, elementary, and secondary school programs that tend to deter women from aspiring to equality with men in their career goals. This will require vigorous pursuit of appropriate policies . . . (A Report and Recommendations by the Carnegie Commission on Higher Education, "Opportunities for Women in Higher Education," New York: McGraw Hill Cook Co., 1973)

A large population of undereducated women walk among us while the nation's schools go about attending to the recommendations of the Carnegie Commission. Half a million Michigan women have less than a high school education. Less than 22,000 women have enrolled annually in high school completion programs, General Educational Development and/or Adult Basic Education programs. The dropout rate of women superimposed over enrollments of women in adult programs leading to high school completion has projected continued growth of the undereducated female population of this state.

Statement of the Problem

There has been a growing number of women who have not completed the requirements for graduation from high school. Difficulties in obtaining employment, managing personal affairs and coping with society have often been the result. Research has given little insight into the causative factors which have influenced women to return to programs which lead to high school completion. Data regarding the personal/social characteristics of these women have been lacking as well. Data have not been compiled as to the marketing techniques which played a part in the return of women to the classroom.

American society has been built on the premise of an educated and enlightened citizenry. Educators in general and adult educators specifically have labored long in attempting to attract undereducated individuals to experiences which respond to the premise of better education. Adult educators have attempted to attract individuals to programs utilizing a variety of techniques with little, if any, substantive data regarding clients or their motivation.

With insufficient information adult educators are ill-equipped to develop programs for undereducated women which will reduce the numbers of such women who possess less than a high school education.

Purpose

The major purposes of this study were to (1) identify the personal and environmental characteristics of women

enrolled in ABE, GED and high school completion programs; (2) identify the intrinsic and extrinsic factors which motivated the return of women to formal education; and (3) identify the most significant marketing procedures which created the awareness of the adult education programs for women. The major dimensions considered included the following:

1. To extract relevant data from research regarding factors which were identified with motivating individuals to pursue formal education and to determine their appropriateness for adult women returning to complete high school requirements.
2. The construction of a questionnaire designed to gather data from women participants in high school completion programs with respect to their personal and environmental characteristics and to determine which intrinsic and extrinsic factors were significant in their return to formal education.
3. The development of a demographic profile of women participants in adult education classes.
4. The identification and presentation of factors which motivated women participants to return to the adult education classroom.
5. The identification of the methods by which participating women became aware of the adult high school completion programs.

6. The development of a set of strategies with respect to program development and marketing of programs for women with less than a high school education.

Importance of the Study

A substantial proportion of the intellectual talent of women has been and is being lost to society as a result of cultural circumstances . . . (Carnegie Commission, 1973)

Concerned citizens and educators have had a long standing commitment to improving the educational climate for all students. The adult educator has long been concerned with identifying methods for encouraging individuals to return to the classroom as well as for improving program quality.

The paucity of data on the returning women to the high school completion programs had hindered adult educators in providing for the systematic marketing of programs.

Due to the large number of adult women who have not attained a high school diploma, a great deal more understanding of the slippage between existing marketing and actual participation is required. More data regarding influential factors affecting adult participation in learning activities is crucial (Cross, 1978).

Therefore, this study had a two-fold purpose:

(1) to provide data on the women participants in ABE, GED, and Adult high school programs, and (2) to provide administrators, counselors, and recruiters for the adult education

programs with data on women who participate so as to improve these points:

1. the delivery processes employed
2. recruitment strategies
3. counseling techniques, i.e., career and educational
4. scheduling and location of classes
5. marketing techniques employed
6. support services offered

This study has implications for community based adult education centers. It could potentially impact the offerings at the university level as well as generate more interest in the varied populations of adult learners. This information on the adult women with less than a high school diploma and the implications it has for administrators, counselors, and educators of adults, should help move these adults from their present step-child existence into the forefront with the other identified adult populations. The research efforts here should be viewed as an initial step in that direction.

Research Questions

This research is a study of the demographic data on women of adult education programs who participate in either ABE, GED, or adult high school programs in a mid-Michigan city. The study was designed to provide information regarding the following questions:

1. What are the demographic characteristics of women participants in adult completion programs, i.e., personal and environmental characteristics?
2. What factors contributed to and influenced the return and continued participation of women in the adult high school classroom, i.e., intrinsic and extrinsic factors?
3. What marketing techniques employed served as influential factors for the women participants?

Research Methodology

The data were gathered via a questionnaire which was distributed to participants enrolled in adult high school completion programs. To establish the clarity and overall usefulness of the survey, the questionnaire was distributed to a pilot sample which consisted of thirteen participants who were enrolled in adult high school completion classes. The research sample consisted of 151 women who were enrolled in either adult high school completion classes, ABE or GED classes in five locations around a mid-Michigan city.

Procedures for Collecting Data

Leaders in the field of adult education were consulted to establish the availability of existing data on the population of non post-secondary women which could be used, and secondly, to further determine the need for a study on this population. (See Appendix A for letter of inquiry and Appendix B for responses.) As a result of the paucity of literature on this population, other areas of social science research were investigated to provide

direction on the development and structuring of the instrument. The research of Deldin (1980) and Tate (1971) were consulted in order to determine items related to general demographic information, factors which motivated the return and continuation of students and the marketing techniques. A pilot study was conducted to provide information on three areas: (1) the clarity of the questions asked, (2) whether information retrieved from the instrument was the information sought, and (3) whether the instrument would have to be read to the population by the administrant.

The questionnaire was distributed to women who were participants in an adult education program at an alternate site. Based on the information from the pilot study, the questionnaire was revised where necessary and distributed to the sample of 151 women participants in high school completion classes in a mid-Michigan city.

Study Limitations

This study is limited by the factors inherent in the use of a questionnaire. These include but are not limited to the difficulties in securing the complete cooperation of the respondents. Caution should be exercised in that the demographic data may vary in another setting with a different racial concentration of the population. Therefore, the findings of this study may not be generalized beyond the women participants in adult education programs in an urban mid-western city.

Study Delimitations

The main delimitation of this study was that it was concerned only with women participants in either high school completion classes, Adult Basic Education or General Educational Development programs.

Definition of Terms

Adult Education: all organized instruction for persons beyond compulsory school age who have terminated or interrupted their formal schooling and who are available for regular full-time instruction (Social Indicators, 1976--Selected Data on Social Conditions and Trends in the United States, U.S. Department of Commerce--Office of Federal Statistical Policy and Standards, Issued December 1977).

Adult Basic Education (ABE): a program for a person 16 years of age and older who functions at less than an eighth grade level in reading, writing, and arithmetic (Michigan Statistical Abstracts, 1980).

Adult High School: a program established to provide second chance opportunities for adults who have not completed high school (Minzey and LeTarte, 1979).

Displaced Homemaker: Women who through divorce, separation, widowhood, or other crisis in mid-life, have been displaced from their primary job of homemaker and forced into the labor market with little training (Berman, 1980).

Dispositional Barriers: those referring to attitudes about learning and perceptions of oneself as a learner. Feeling "too old" to learn, lack of confidence, and boredom with school (Aslanian and Brickell, 1980).

Fictive Kin: a non-kin relation which is maintained by consensus between individuals, and in some context can last a lifetime (Stack, 1974).

General Educational Development (GED) or High School Equivalency: GED tests are designed to measure the equivalence of educational achievement in comparison to tests of achievement at the level of high school graduation. Eligibility to take the GED will vary from state to state (Lilley and Perkins, 1977).

Motivational Factors: anything which has created an interest in making a change in one's present situation.

Significant Other: male/female companion, relative, friend, fictive kin who have a specific role within the participant's environment.

Situational Barriers: those arising from one's situation in life at a given time, such as lack of time due to home or job responsibilities, lack of transportation, geographical isolation, lack of child care, etc. (Aslanian and Brickell, 1980).

Overview

In Chapter II a selected review of literature will be reported. The major section headings include (1) history of adult education, (2) adult education, i.e., marketing and recruitment, (3) secondary education for women, and (4) continuing education for women.

The design and methods of conducting this study are presented in Chapter III. This chapter includes a description of the source of data, the design and development of the questionnaire used to collect the data and the procedures selected to analyze the data.

Chapter IV includes a presentation of the data collected during the study in a descriptive form. The analysis of the data will conclude the chapter.

Chapter V, the final chapter, contains a description and summary of the findings, a statement of conclusion, and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is divided into the following four areas: (1) history--for the purposes of this study, the historical portion of the field of adult education will be confined to Adult Basic Education (ABE), General Educational Development (GED), and Adult High School completion programs; (2) adult education--marketing and recruitment; (3) secondary education for women; and (4) continuing education for women.

Adult Basic Education

The concept of adult education in America can be traced back to Benjamin Franklin. In 1727, he initiated discussion clubs to explore moral, political, and philosophical problems.

From this very early beginning, the adult education movement expanded in very diverse and creative directions. The first task of adult education in this nation was the transformation of an entire people from being subjects to being citizens--from perceiving themselves as subservient to an aristocracy to an acceptance and understanding of

freedom and a democratic form of government (Minzey and LeTarte, 1979).

Many evening schools began in large public schools around 1810. While evening schools today are generally accepted as the domain of the adult, the early evening schools were established primarily for working children over 12 years of age. The curriculum was usually a repeat of the day program, stressing reading, writing, and computational skills. As these schools began to stabilize, the age of the student population being served gradually shifted to older teens and young adults. This gradual expansion established the foundation for the present adult education programs in the public schools (Minzey and LeTarte, 1979). Later, other efforts were made to provide basic education for the adult population. One such effort was "Americanization" classes which were developed for foreign speaking immigrants. The general feeling seemed to be that if a man born in America wanted an education, but was poor and illiterate, it was his own responsibility rather than society's.

In the early 1900s educational opportunities were broadened. These opportunities were offered to illiterate adults through a variety of local and state programs. One of the first and most famous efforts in the South was known as the "Moonlight Schools" of Kentucky. The schools were called "Moonlight Schools" because they were conducted only on nights when the moon provided enough light for adults to make their way through rough mountain country to the

schools. These evening classes were conducted for persons who wanted to learn to read, write, and "figure" (Lilley and Perkins, 1977).

While most states providing adult education did not establish legislative programs until after 1920, a few earlier notable exceptions did exist. For example, the New York Legislature authorized the expenditure of \$6,000 per year in Adult Education and the Rhode Island assembly appropriated \$5,000 in 1873 for the same purpose.

The federal government's first real entry into adult education was in agricultural education. The Hatch Act of 1887 established agricultural experimental stations within the land grant colleges. The act was followed in 1914 by the Cooperative Extension Act. The Cooperative Extension Act was intended to educate farmers to improve crop yield and farming techniques. Today this effort is heralded as this nation's greatest single adult educational venture, and many believe it is most successful. Another date in history which impacted the development of adult education as we know it today was the Smith-Hughes Act passed by Congress in 1917 which provided federal funds to be matched by state funds for vocational education (Lilley and Perkins, 1977).

The Depression of the thirties brought about emergency programs which gave a boost to adult education. World War II further emphasized the educational needs of adults when a large number of men called to duty were found to be illiterate and were rejected as unfit for military

service. Crash programs for both military and civilian personnel were established. Adult education prospered, but with the end of the war the programs declined.

It was not until the 1960s that the federal government again became seriously involved with literacy education. The philosophy of the country had changed. There was genuine concern for both the effective development of individuals and the desire on the part of the individuals for better lives. Illiteracy and poverty came to be seen as social problems and social responsibilities. Educational and political leaders in the United States responded to an acute need for a large segment of the nation's society. The earlier concept of literacy education was broadened into the concept now known as Adult Basic Education (ABE). The need for a program fitting the description of Adult Basic Education was particularly emphasized when the 1960 census data revealed that there were 22,732,000 Americans 25 years old and over with less than eight years of school completed (Lilley and Perkins, 1977). Because of the numbers of adults in 1960 who were functional illiterates, several offices were established to make attempts at reducing the illiteracy rates. The Bureau of Adult and Vocational Education, established in 1965, was part of the U.S. Office of Education. Within this office the division of Adult Education Programs was created. In the 1960s several pertinent legislative acts were passed: the Manpower Development and Training Act in 1962; the Vocational Education Act in 1963;

the Economic Opportunity Act in 1964; and in 1966, the Adult Education Act and its subsequent amendments (Klevins, 1978).

General Educational Development

The concept of General Educational Development (GED) does not have the long historical development as that of ABE. The GED concept dates back to some point before World War I. However, the current patterns of continuing education in the military took form during World War II. Full mobilization created unprecedented challenges and stirred imaginative responses to meet the educational needs of service men and women. Courses were needed to fill the inactive hours of millions serving around the globe and to help those who came to military service ill-equipped by prior education to perform simply military duties. Military leadership turned to civilian educators to fashion a response. Correspondence courses were developed to reach the Armed Forces everywhere. Programs and materials were developed to cope with the problems of adult basic education with professionals in uniform doing the instruction (Klevins, 1978). During the World War II era, the military services organized an education and training staff structure extending from Washington, D.C. headquarters to field sites and ships at sea for the purpose of providing educational programs and services. Out of the great surge of effort during World War II, there also came farsighted innovations which have become an established part of the broader national scene in meeting the

challenge for increased educational opportunity and the recognition of personal accomplishment. For example, the concept of equivalency was then established, providing academic credit and recognition based on examination.

The high school General Educational Development (GED) Test was initially designed for the Armed Forces under a War Department contract. Today all states award high school equivalency status based on this test (Klevens, 1978).

Adult High School Completion

Adult high school completion programs have been established to provide second chance opportunities for adults who have not completed high school. This group of adult citizens who are in need of basic literacy skills present many problems to the society in addition to the personal problems they encounter in their daily lives. High school completion programs for adults, like any other educational program, must be carefully planned and initiated to attain maximum success. This planning must concern itself with curricular and course content, scheduling, counseling, financing, administration, faculty in-service, and promotion (Minzey and LeTarte, 1979).

It is suggested in the literature thus far that ABE, GED, and Adult High School programs gained their foundations from the military. Despite the concerns which were expressed throughout the progression of adult education such as democratic freedoms and reduction of illiteracy rates, funding and socio-economic status of participants are still

concerns of today's adult educators. However, it is through the involvement of the military with education that we have witnessed the growth and development of ABE, GED, and Adult High School programs as we have come to know them today.

Adult Education

Since the field of adult education is such a broad area, for the purposes of this study and this section of the literature review, adult education will be discussed as it relates to (1) recruitment, retention, and the motives for adult participation, and (2) marketing techniques used to attract adults to Adult Basic Education programs.

When the adult learner enters the classroom for the first time, the instructor becomes involved in the process of retention--keeping the adult student enrolled in the learning process. At the first meeting, students should be made to feel at ease with the teacher, and with their new learning environment. Also, each student should gain confidence in their learning ability through activities that will give them immediate success. Therefore, the strategies used to make an adult student comfortable in the learning environment will play a key role in retention, motivation and overall interest the adults have and maintain as they take advantage of educational opportunities (Lilley and Perkins, 1977). The crucial problem in adult basic education specifically is the recruitment and retention of the illiterate adult. This problem increases with the adult's need for literacy training. The adults within the group are generally

individuals who have not had positive experiences with the schools. They did not succeed as youngsters and usually have many misgivings about going back into the same or a similar situation in which they previously experienced failure. Once students are recruited for adult basic education, they should begin a program that provides them with much personal satisfaction, a feeling of growth and potential, and ability to better handle problems that are presented daily, and steady observable growth in literacy skills (Minzey and LeTarte, 1979).

As Minzey and LeTarte suggest, adult basic education is certainly one of the most difficult areas to program in all of continuing education. Further, one can seldom justify its existence on the basis of extensive program enrollments. In very basic terms, it is the real core of what adult education is all about. It provides service to those most in need--individuals whose lives are dwarfed and diminished by an inadequate education who often do not realize the cause of their dilemma and sometimes actively oppose any attempt to assist them. It can be understood why participants in Adult Basic Education programs oppose assistance when studies like the one conducted at Pennsylvania State University in 1980 (Reaching the ABE Target Population. How Are We Doing? Planning Studies in Continuing Education) produced the following conclusions: ". . . given the age characteristics of the target population (persons ages 16 and over) it may be unrealistic to expect that a large portion can be served

and the programs geared toward improving employability may not be relevant to them. The results of the study raised serious questions about the advisability of concentrating resources on the least educated group as regulations suggest (Sebring and Hanniford, 1980). It is this kind of attitude which creates the misgivings adults have about returning to the classroom.

As a result of this type of opposition, many men and women are finding themselves unable to compete for the jobs they would like to have and are returning to school. Some are sent back to school by employers, unions and by other sources because many lack the necessary skills to function in their present employment situations and are finding themselves being by-passed or replaced by those with more education and better skills. As a result of this frustration many adults are anxious to upgrade their skills and themselves. There are many other reasons why adults choose to return to school, but one of the most compelling reasons is economics--one's livelihood (Report to Michigan State Board of Education from the Adult Extended Learning Advisory Council, 1980). Therefore, every adult education administrator needs to know "why" and to "what extent" adults participate in educational programs. This kind of information will help him/her plan an effective program. An administrator who can plan to meet the wants and needs of adults will be assured of a successful turnout and a successful educational program. There are many "internal" determinants of

participation such as needs and interest which may be inferred once the educator knows the participant's motives for participation. Adults participate in education for a variety of reasons but research has shown motivational orientations associated with participation to be reasonably stable through time and space (Klevins, 1978).

Houle (1961) suggested there were basically three types of adult education participants--goal-oriented, learning-oriented, and activity-oriented. The goal-oriented were purported to use adult education to accomplish fairly clear-cut objectives. The activity-oriented were assumed to take part because they find, in the circumstances of the learning experience a meaning which has no necessary connection, and often no connection at all, with the content or announced purpose of the activity. The learning-oriented were assumed to seek knowledge for its own sake.

In a series of factor analytic studies conducted since 1962, it has become increasingly apparent that Houle's typology is an over-simplified "explanation" of participants types. For example, in recent research, "motives for participation" clustered into factors such as these. People enroll in adult education for six reasons:

1. Escape/Stimulation--to get relief from boredom, to remedy deficiencies in social life and educational background.
2. Professional Advancement--to gain knowledge, attitudes, and skills which will facilitate job advancement.

3. Social Welfare--to acquire knowledge, attitudes, and skills which can be applied in achieving social or community objectives.
4. Social Contact--to meet new friends, remedy deficiencies in social life, and enjoy group activities.
5. External Expectations--to carry out the expectations of some person with "authority" such as a priest, friend, social worker, employer, or physician.
6. Cognitive Interest--to learn just for the sake of learning, not tied to any particular goal, just for the inherent joy of participation and learning.

Participants are basically life-chance or life-space motivated. Growth or life-space oriented people participate in adult education for expression rather than in an attempt to cope with some aspect of their life. Life-chance oriented people participate because of the need to acquire knowledge, attitudes, or skills. Research has thus enabled researchers to argue that motives and needs which impel people into continuing education do not exist in some isolated way but are embedded in and meaningfully related to other aspects of the person's life. Motives vary as a function of socio-economic status and are significantly related to the psychological infrastructure of the participants. Motives for participation appear to be surface manifestations of psychological states which are in turn related to developmental task and psycho-social conditions that characterize various age and socio-economic groups (Klevins, 1978).

Depending on the socio-economic status of the clientele group to be reached the types of marketing strategies employed by continuing education could be a motive for participation. Effective marketing, which includes

analysis, planning, implementation, and control, has become as important for adult education agencies as it has for other nonprofit organizations. This is understandable because marketing is inherent in all organizations. All organizations offer some product or service to some type of consumer and use marketing to regulate demand. In adult education, the service is part-time or short term education and the clients are typically adults (Bock, 1980).

The central concept underlying marketing is exchange: marketing offers something of value (in our case, education) to someone (adults) in exchange for something else of value (participation and money). Adult education practitioners are interested in marketing concepts because they want to be able to do a better job of informing the public about adult education programs and encouraging participation in them. The essence of modern marketing is that an organization exists to serve its clients. This "client needs" orientation aims at creating client satisfaction as the key to satisfying organizational goals. Resources must be identified, employees must be stimulated, clients must be found. Enhancement of incentives to encourage participation is crucial to stimulation of these exchanges. Marketing is thus concerned with managing exchanges between the agency and its public effectively and efficiently (Bock, 1980).

Marketing can render two specific benefits to adult education practitioners. One is increased satisfaction of clients through increased attention to desires of potential

participants. The second is improved efficiency in recruitment activities. Marketing emphasizes planning and managing activities related to development, pricing, publicity, and provision of educational programs for adults. All providers of adult education programs engage in some forms of marketing to encourage potential clients to participate (Bock, 1980).

Marketing services range from general public information efforts designed to increase the visibility of the program to active efforts to obtain referrals of new learners from other agencies and to recruit participants through mass media and person-to-person contact. Direct-mail brochures are relied upon as the most cost effective method of reaching the greatest number of people. Studies of reasons for attendance in adult education programs indicate that mass media, such as brochures, promote awareness and interest in the educational program but that personal contact with friends or others familiar with the program is also usually influential in the decision to attend (Booth and Knox 1967; Parker and Paisley, 1966). Most agencies make little effort to establish personal contact with potential participants. Promotion strategies using mass media techniques usually attract more of the same rather than attracting a broader range of participants (Bock, 1980).

According to Bock (1980), administrators who seek to attract undereducated adults, as they do for adult basic education programs, cannot rely solely on printed media. However, undereducated adults are active television viewers

(although they tend not to use the information for instrumental purposes). Therefore, marketing for programs such as adult basic education can include television public service announcements, appearances on talk shows, and coverage by local television news reporters of important program events such as the presentation of awards or the holding of an open house. Those who respond positively to such media tend to be the most upwardly mobile. Some participants will be attracted by recruitment methods that make limited use of reading, such as posters, fliers, billboards, and marquees placed in shopping centers, banks, post offices, factories, grocery stores, community action facilities, housing projects, laundromats, and churches.

The use of these methods would encourage what Lilley and Perkins (1977) refer to as Interagency Cooperation. These interagency groups in their everyday work deal with persons who are in need of Adult Basic Education programs of all kinds. These groups may help by identifying the adults who need educational help, talking with adults concerning their needs, and advising them of ABE programs which may help solve some of their problems. Of course, in order for these groups to be aware of existing ABE programs, they must be kept informed. Again, use of mailing lists, phone calls, or personal visits will keep them informed.

Secondary Education for Women

There are numerous educational programs across the country which offer alternatives for women who are interested

in pursuing post-secondary education; however, there are relatively few programs for women wishing to complete high school. Before completing this section of the literature review on secondary education for women, many leaders in the field of adult education were contacted for data on this population. Among the researchers and organizations contacted were K. Patricia Cross, Harvard University; National Association for Women Deans, Administrators and Counselors; Rosalind K. Loring, University of Southern California; Alan B. Knox, University of Wisconsin; Mary Ellen Capek, Princeton University; Project on the Status and Education of Women; Iran Mohsenin, Pennsylvania State University and the Women's Research and Education Institute. As the responses to the request started coming in it became evident that there is a paucity of information available in the area of women returning to the high school classroom. See Appendix A for letter of request and Appendix B for letters of response. The information which was available does suggest, however, that in some cases, the completion of high school equivalency or diploma increases earning potential and may enable women to think about continuing the education to the level of where there is a dramatic increase in salary (Berman, 1980). In conjunction with Berman, Darabi (1979) suggested that females who return to high school after the birth of their first child seemed to be there as a result of high educational aspirations and modern sex role attitudes. This also goes along with the thinking

of Cross (1981) where she suggested that the more education people have, the more interested they will be in further education, the more they will know about available opportunities, and the more they will participate.

Ploetz (1977) suggested that educationally, economically, or psychologically disadvantaged women suffer from even more social and economic injustices than do other women. Although a woman's ability to provide for herself rises with her educational level, approximately half of all American women lack a high school diploma. Family relationships, religious tradition, school practices, and blue collar attitudes foster women's feelings of fatalism and powerlessness. Ploetz further suggested that there are four ABE objectives for women which can alleviate these feelings: (1) the development of academic skills, (2) the recognition and appreciation of their abilities and strengths, (3) the promotion of full development of each woman's intellectual capacity, and (4) the awareness of available life style options. To achieve these goals Ploetz suggest that teachers must be able to teach women from disadvantaged backgrounds. Personal and vocational counseling, individualized instruction and flexible programs allowing for women's childrearing responsibilities are necessary. Finally, widespread sexism in learning materials with respect to roles, vocational opportunities, life styles, and general characteristics, must be eliminated.

In an attempt to address the needs of women with less than a high school diploma, Alabama University in 1970 did a "Special Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama." This special demonstration project was designed to develop ways of reaching illiterate women and motivating them toward Adult Basic Education goals through programs that support and strengthen family life. To reach the goal of getting women motivated toward ABE help was solicited from Adult Basic Education classes, Homemaking Skill Programs, the School of Social Work, agencies and organizations, and volunteer service groups.

One of the problems with adult education particularly the Alabama project was that in the past adult education has too often focused on courses, subject matter, and narrow vocational subjects--usually of a highly traditional nature --to the neglect of people and their needs, as individuals, groups, and communities. According to Sexton (1976), rarely have adult education programs addressed themselves to the special needs of women as an interest group, as a "minority," or as people who can play significant role, collectively, in consumer affairs, civic and community affairs, the world of work and of politics.

Continuing Education for Women

There is a paucity of information on women with less than a high school diploma/equivalency. However, the field of Continuing Education does recognize that this population

exists and does make an attempt to include these women in the literature (Sexton, 1976).

Women in the labor force increased by 12 million between 1950 and 1969, 62 percent of whom were 35 years of age and older. Among the age groups, the greatest gain in employment during recent decades has been made by women ages 45-54. In 1940, 25 percent of women in this age group were employed, in 1950 this figure increased to 37 percent, and in 1969, it was 54 percent. Most of these mature women needed education and training to prepare them for the job market. The college programs created to offer special preparation for mature women provide both liberal arts and more vocationally oriented programs. In 1960 the University of Minnesota set up a center that organized the resources of the University for adult women. The objective of the program was to help women reach their goals, whatever they were--careers, self-enrichment, community participation. Guidance was the core feature of the program. About this time the Radcliffe Institute for Independent Study was begun. In the beginning, the program served only women with degrees who needed an opportunity to do creative work. Later the Institute also offered regular liberal arts courses to mature women. In 1961 Rutgers University initiated a program to train women college graduates in mathematics. The program was aimed at relieving the shortage of mathematic teachers. There were many other programs set up to address the post-secondary educational needs of women. Of the students

enrolled in these programs it was found that many of the women were from middle or upper middle income families and many had previous college experience. Concern has grown about offering similar services to women other than suburban housewives; women whose educational needs are still unmet--especially working class and low-income women, working women, women with young children, and women who have lost their husbands and need to support themselves (Sexton, 1976).

These programs are only the fast growing edge of an elaborate and long established system of continuing education, mainly in post-secondary schools. Mainly, because so few courses have apparently been designed either for or about women, aside from the traditional home economics offerings. Little publicity is given to women's courses in adult education because they serve mainly noncollege women who have a low profile on the women's scene and in the media. These programs have a potential for reaching deep into the communities of noncollege women, where the vast majority of American women live, and bringing to them skills and knowledge they can use to improve themselves, their families, communities and the status of women generally (Sexton, 1976).

Berman (1980) suggested that inspite of the efforts of many women's groups and organizations, there are many women who still believe that the best kind of preparation for moving up remains the oldest path--as a secretary. Regardless of the goals the thousands of women who have chosen to return to school, school is often the crucial

catalyst in producing a changed self-image, awareness of potential, increased confidence, and a set of more ambitious personal goals. Education at all levels offers the chance to exercise the mind, expand the horizons, and begin to give priority to some needs and interest.

Summary

This chapter contained an overview of selected literature concerning the history of Adult Basic Education (ABE), General Education Development (GED), Adult High School Completion, marketing and retention, secondary education for women and continuing education for women.

1. The concept of adult education is one with an extensive history and a primary focus of teaching reading, writing and computational skills or basic literacy skills.
2. The crucial problem in adult education is recruitment, retention and the motivation of the students to participate. Therefore, in order for an administrator to market the program effectively, the "why" and "to what extent" adults participate in educational programs must be known.
3. The secondary education programs are aimed at bringing the educational and earning potential of women up to the level where there is a dramatic increase in salary.
4. The majority of educational programs offered in continuing education are for women who have some college, a stable financial base and not for the noncollege, low-income women.

These conclusions help provide the basis for the significance of this research. Who are the women who participate in adult education programs? How did they find out about the programs? Why they were enrolled in the programs?

As noted earlier, few studies have dealt with this population of women and why they participate in high school completion programs. The purpose of this study is to investigate and examine these questions. The basic task will be to provide insight into the field of adult education with emphasis on the characteristics of women participants in high school completion programs, the marketing strategies used to attract them to adult education programs and what motivated them to participate.

CHAPTER III

PROCEDURES

This study was undertaken to gather information about women who participate in high school completion programs in a mid-Michigan city. Data were collected representing three areas: (1) the personal/social characteristics of the women participants, (2) the marketing techniques employed, and (3) what factors influenced women to participate.

Methods of Data Collection

The review of related research revealed that data regarding women returning to high school completion programs were virtually non-existent. Therefore, the first task was the development of a questionnaire to retrieve relevant data in response to the research questions.

Data gathering for the development of the instrument encompassed one year and began with a review of literature which was related to the education of women. The work of Deldin (1980) and Tate (1971) provided the most relevant information with respect to the development of the instrument. The research of Deldin focused on adult students

withdrawing from Michigan State University. Tate's research examined the personal Socio-Economic Characteristics of adult women and their reasons for enrolling in a community college.

During the course of the year, the researcher participated in several discussion groups and workshops which focused on the education of women. From these workshops, ideas were developed in relation to the types of questions researchers were asking and the general response received from the questions. As a result of these sessions the questionnaire was drafted and included twenty-five items.

With the foundation of the questionnaire laid, additional input was solicited from experts in the field through correspondence. (See Appendix A for a copy of the letter dispatched and Appendix B for responses.) The responses were supportive of the research effort and in some cases provided references to related studies. The instrument was again revised, where necessary, based on the input from the experts.

To further aid in the development of a well-rounded instrument, input was also secured from adult educators who were actively involved in working with women in high school completion programs. A second revision was subsequently completed.

The content validity of the instrument was established based on the opinions of a panel of experts which were polled. From the recommendations of this panel a pilot test was conducted with thirteen adults who were enrolled in high

school completion programs to determine clarity and validity of the items. As a result of the pilot study, 2 items were combined into 1 question, 9 items were modified by rewording, 1 item was added and 1 item required additional written instructions. In addition to the changes, a time of approximately 15 minutes was established, as the amount of time necessary to complete the instrument. Thus, the development of the instrument was completed.

Sample

The sample for the research consisted of all women enrolled in General Educational Development (GED), High School Completion or Adult Basic Education (ABE) in a mid-Michigan city. Permission to administer the instrument was secured from the following: the "University Committee on Research Involving Human Subjects" (Michigan State University, February 1982), the Director of the site, Building Coordinator, Supervisor of Support Services, instructors of the classes and the participants. Women who participated in the study were enrolled in one of the following three programs: high school completion, Adult Basic Education or General Educational Development. All of the women who were enrolled in these programs participated in the study.

Data Collection Procedures

One hundred fifty-one women responded to the questionnaire. To assure a 100 percent return rate, each questionnaire was numbered and the instruments were administered by

the researcher. Of the 151 women who participated in the survey, 135 met the criteria of this study as had not completed high school. One woman had completed some college and twelve had completed high school and were enrolled in adult education programs to refresh their skills in academic areas. Of the 135 usable questionnaires, three were completed without indication of program enrollment (see Table 3.1).

Table 3.1.--Number of Participants in Adult Education Programs.

Program	Number of Participants
Adult Basic Education	17
General Educational Development	83
Adult High School	<u>35</u>
TOTAL	135

Data Analysis

The questionnaires were coded according to the number of variables and columns necessary to allow the data from the questionnaire to be transferred to data grid sheets, and IBM cards punched according to the information derived from the grid sheets. (See Appendix B for grid sheet.) The analysis of the data was conducted using the Statistical Package for the Social Sciences (SPSS).

Due to the nature of the information secured, frequencies and means were used for each dependent variable of the questionnaire.

Summary

This chapter described the method and procedures used in this study including the pilot participants and sample, data collection, the instrument, and the analysis design.

The study included 135 women participants in adult high school completion programs from five sites in an urban Michigan area in the winter of 1982.

The data in this research were gathered by administering a questionnaire to women participants in adult high school completion programs. The data were analyzed by SPSS and frequencies and means were used for each dependent variable of the questionnaire.

CHAPTER IV

ANALYSIS OF DATA

The data presented in this chapter were gathered from a questionnaire distributed to 135 women who participated in either Adult Basic Education, General Educational Development or high school completion programs. The results presented addressed two broad questions: (1) What are the personal/social characteristics of the women participants in adult high school completion programs? and (2) What factors contributed to the participants' decision to return to the adult high school classroom?

The data in this chapter is presented in the following sequence: (1) the demographic information of the women, (2) the factors which were influential in the woman's return, and (3) the marketing techniques employed.

Frequencies and means were utilized in this study to examine the responses to the questionnaire. In some presentations of these data the percentages did not total 100 percent because of rounding or participants not responding to an item. It should be noted that the sample refers to women participants in adult high school programs, who

they were, how they found out about adult high school completion programs and why they were participating in the adult education programs. It should also be noted that the relationship of the significant other including that person's employment and educational status are reported, along with the perceived benefits, learning environments and physical features which the participants felt helped them attain their goals.

The ethnic breakdown of the participants in the population is displayed in Table 4.1. Henceforth, the American Indian, Asian, Asian American and other races will be grouped into the "other" category due to the low number of cases in each of the groups.

Table 4.1.--Distribution of Women Participants in the Sample by Race.

Participants (N=135)	Total Respondents	Percent
American Indian	3	2.2
Black	26	19.3
White	77	57.0
Asian	2	1.5
Mexican/Hispanic	22	16.3
Asian American	1	.7
Other	4	3.0

Table 4.1 shows that the predominant populations in the study were White, Black, and Mexican/Hispanics.

Table 4.2 presents the marital status of the participants in the population by ethnic breakdown and total population.

Table 4.2.--Marital Status of Participants (Frequency/Percent).

Status	Percent White (N=77)	Percent Black (N=26)	Percent Hispanic	Percent Other	Total Percent
Single	30/39.0	14/53.8	9/40.9	2/20.0	33/40.0
Married	23/29.9	6/23.1	8/36.4	7/70.0	46/33.6
Widowed	2/2.6	0/0	1/4.5	0/0	3/2.2
Divorced	10/13.0	3/11.5	2/9.1	0/0	15/10.9
Separated	3/3.9	2/7.7	0/0	1/10.0	6/4.4
Living with Someone	8/10.4	1/3.8	2/9.1	0/0	11/8.0
No Responses	1/1.2	--	--	--	--

Table 4.2 shows that in proportion to the sample the Black participants had a higher percentage of single women in adult education classes than any other racial group. Based on the number of participants in the "Other" category, those participants had the highest percent of married participants in proportion to the sample.

Table 4.3 presents the employment status of the participants in the population by race. The Black population had slightly more participants who are employed than

Table 4.3.--Employment Status of Participants in the Sample by Race
(Frequency/Percent).

Status	Percent White	Percent Black	Percent Hispanic	Percent Other	Total Percent
Employed	18/25.4	18/32.0	2/9.1	1/11.1	30/21.7
Layed-Off	0/0	2/8.0	2/9.1	0/0	4/12.9
Unemployed	51/71.8	15/60.0	18/81.8	8/88.9	93/62.4
No Response	8/2.8				8/8.0

the white participant and more than the Hispanic, "Other" and total population in proportion to the sample. It should be noted that the Black participants proportionally have a lower percentage of unemployed participants than any other participant group.

Table 4.4 presents the income levels of participants in the population by race. In proportion to the sample by ethnic groups, the income levels across all groups is consistent.

Table 4.5 presents the mean age of the participants in the population according to the age at the time of their drop out and the present age.

The ages when the participants entered high school ranged from 13 to 42 years of age with the largest percent being between the ages of 14 and 16 years of age.

The range of ages when the participants dropped out of school was from 9 to 21 years of age with the largest percent being between 16 and 17 years of age.

Table 4.4.--Family Income Levels of Participants by Race (Frequency/Percent).

Income	Percent White	Percent Black	Percent Hispanic	Percent Other	Total Percent
Less than 5,000	25/38.5	10/38.5	5/22.7	1/10.0	42/30.4
5,000 - 9,000	10/15.4	1/3.8	1/4.5	0/0	13/9.4
10,000 - 14,000	4/6.2	4/15.4	2/9.1	1/10.0	11/8.0
15,000 - 19,000	6/9.2	1/3.8	2/9.1	0/0	9/6.5
20,000 and over	10/15.4	3/11.5	3/13.6	1/10.0	17/12.3
No Responses	22/15.1	7/27.0	13/41.0	7/7.0	43/33.4

Table 4.5.--Mean Age of Participants in the Population.

	Age When First Entered High School	Age at Drop Out	Current Age
Age	13.9	16.0	27.1

The range of ages of the participants at the time of the study ranged from 14 to 56 years of age with the largest percent being between 17 and 18 years of age.

Table 4.6 presents the percentages of the participants who completed the 9th, 10th, or 11th grades in the population.

Table 4.6.--Percent of Participants Who Completed 9th, 10th, or 11th Grades in the Sample (Frequently/Percent).

Last Grade Completed	9th	10th	11th
Percent of Participants	24/17.8	46/34.1	43/31.9

In Table 4.6 the data indicate that more of the participants completed the 10th grade than either the 9th or 11th grades.

Table 4.7 presents the distribution of participants in the population by ethnic background and participation in either Adult Basic Education (ABE), General Educational Development (GED), or Adult High School.

In Table 4.7 there were significantly more participants proportionally enrolled in the GED program in all ethnic groups than in either ABE or Adult High School.

Table 4.8 presents the factors in rank order which motivated the women of the sample to return to the adult high school classroom. It should be noted that of the total population wanting a high school diploma was the most

Table 4.7.--Percent of the Sample Who Participated in ABE, GED, Adult High School by Ethnic Breakdown.

Race	Percent ABE	Percent GED	Percent Adult High School	No Responses
White	7/9.1	44/57.1	26/33.8	--
Black	4/15.4	18/69.2	3/11.5	1/3.8
Hispanic	4/18.2	13/59.1	5/22.7	--
Other	2/20.0	16/60.0	1/10.0	1/10.0

outstanding factor followed by wanting to improve how the participants plan to get ahead and to improve how they felt and thought about themselves.

When Table 4.8 is broken out according to the program in which the participants were enrolled, the factor of obtaining a high school diploma was still the priority. The priority order given to the first five items after wanting a diploma varied as much according to the program as it did for the ethnic groups. The Black participants had as a second priority entrance into a field which required special training versus planning to get ahead. However, the first six items were the same priority items for both the ethnic groups as well as the program of enrollment.

Table 4.9 presents what the participants of the population expected to gain out of enrollment in adult education programs. The variables are listed in rank order of importance.

Table 4.8.--Motivating Factors of the Population for Returning to the Adult High School Classroom.

Factors	Percent of Respondents	White	Black	Hispanic	Other
Want a High School Diploma	87.8	87.0	88.5	81.8	50.0
To Improve How You Plan to Get Ahead	56.6	55.8	38.5	63.6	20.0
To Improve How You Feel About Yourself	52.1	46.8	46.2	54.5	20.0
To Improve How You Think About Yourself	50.9	41.6	46.2	40.9	10.0
To Gain General Information and Knowledge	49.6	45.5	42.3	50.0	30.0
To Go Into a Field Which I Like But, It Takes Special Training	46.8	37.7	53.8	54.3	10.0
Ready to Start a Career/Occupation	37.8	29.9	38.5	40.9	30.0
Meet New People and Make Friends	35.0	35.1	30.8	27.3	10.0
To Become More Useful in Your Community and Society	28.8	19.5	34.6	31.8	40.0
Increase Family Income	26.6	18.2	42.3	27.3	10.0
To Have Something To Do	24.8	20.8	26.9	31.8	0
Help Children With School Work	24.2	26.0	23.1	18.2	10.0
Job Promotion	20.6	16.9	3.8	22.7	20.0
To Improve How Much Money You Can Make	17.7	15.6	19.2	18.2	10.0
Other Reasons	6.7	5.2	3.8	0	30.0
You Get Money for Attending (WIN)	2.6	3.9	0	0	0
Your Job Pays You For Being In School	2.5	3.9	3.8	0	0

Table 4.9.--Expected Outcomes for Participating in Adult High School Completion Programs.

Expected Outcomes	Percent of Respondents	White	Black	Hispanic	Other
Expect to Further Educational and/or Career Plans	63.6	50.6	69.2	81.8	60.0
Expect to Go to Work	47.2	42.9	50.0	54.5	10.3
Expect Self-Enjoyment	35.7	37.7	30.8	22.7	30.0
Expect a New Job	29.1	22.1	34.6	22.7	50.0
Expect Higher Wages	15.1	11.7	19.2	9.1	20.0
Expect an Advancement on Present Job	11.9	7.8	11.5	18.2	10.0
Expect to Go Back to Work	10.9	7.8	15.4	9.1	20.0
Expect Another Job Level	6.9	3.9	11.5	9.1	0
Other	6.2	7.8	7.7	4.5	10.0
Expect a Different Job at About the Same Pay	1.7	1.3	3.8	4.5	0

In Table 4.9, the participants had as a priority expectations to further educational and/or career plans followed by anticipated employment. These data indicate that the participants anticipated further education with a career orientation, in both the ethnic group breakdown and program enrollment.

The information which is presented in Tables 4.10-4.12 is information which was unexpected, but could be counted as motivational factors for participation in adult education programs.

Table 4.10 presents the benefits in rank order which the adult education setting had to offer to the participants and the percents of the participants who utilized the services.

The sample had the variety of times when courses were offered as a benefit followed by special courses in reading, writing, and math and the proximity of the classes to the participant's home. When the benefits were viewed in relation to the programs participants were enrolled in the order of priority did not change. However, when the benefits were viewed by ethnic groups, the Blacks and Hispanics had the need for job information as a benefit over the proximity of the class to their home (Table 4.10).

Table 4.11 presents the participants' perception of how they learn best in an adult education setting.

From the data in Table 4.11 the participants perceived that they learned best through individual learning,

Table 4.10.--Benefits Offered by the Adult Education Setting.

Benefits	Percent of Respondents	White	Black	Hispanic	Other
Variety of Times When Classes are Offered	55.3	45.5	34.6	68.2	20.0
Special Courses in Reading, Math and Writing	34.5	28.6	26.9	31.8	40.0
Closeness to Your Home	29.5	32.5	15.4	9.1	10.0
Job Information	25.9	19.5	23.1	36.4	10.0
Job Placement Upon Completion	19.6	14.3	19.2	22.7	10.0
Counseling	9.7	7.8	7.7	13.6	0
Financial Assistance	8.1	9.1	3.8	4.6	0
Other	7.0	7.8	3.8	4.5	0
Child Care	5.5	2.6	7.7	0	20.0
Parking	4.7	3.9	3.8	4.5	0
Tutorial Services	2.7	2.6	0	4.5	0
Transportation to the Adult Education Center	1.9	1.3	3.8	0	0
Social and Recreational Activities for Women	1.8	0	3.8	4.5	0

Table 4.11.--How Participants in the Population Perceive They Learn Best.

Delivery Methods	Percent of Respondents	White	Black	Hispanic	Other
Individual Learning	55.5	54.5	53.8	45.5	40.0
Through Books and Printed Materials	48.0	49.4	34.6	50.0	20.0
Mostly Reading and Writing Papers	36.9	35.1	38.5	27.3	50.0
Mostly Discussion	31.5	26.0	38.5	36.4	20.0
Small Groups (Reading, Writing, and Math)	30.7	27.3	30.8	27.3	30.0
Lecture	18.1	9.1	23.1	27.3	20.0
Use of Tapes, Slides, Films, Overheads, Etc.	14.4	10.4	19.2	22.7	0
Through the Use of Pictures to Explain a Point	10.2	11.7	3.8	13.6	0
Programmed Learning	4.9	3.9	3.8	9.1	0
Other	2.4	0	0	9.1	10.0
T.V. Classes	.8	0	3.8	0	0

followed by learning through books and printed materials. The Blacks had reading and writing papers and small group activities as second and third priority and the Hispanics indicated discussion as the third priority. Of the first five delivery methods there is no clear distinction as to which method had priority over the other when the programs of enrollment were viewed.

Table 4.12 presents the physical features which the population perceived as contributing to their attaining their goal of returning to the adult education classroom by rank order of importance.

Table 4.12.--Physical Features Which the Participants Perceived Were Important to Them.

Physical Features	Percent of Respondents	White	Black	Hispanic	Other
Location of Class-- Closeness to Your Home	65.5	63.6	42.3	36.4	50.0
Size of Class--Number of People in the Class	37.7	29.9	30.8	27.3	20.0
Other	10.5	7.8	3.8	13.6	10.0
Seating Arrangement	9.3	5.2	7.7	13.6	0
Lighting	3.3	1.3	7.7	0	0
Air Circulation	2.0	1.3	3.8	0	0
Size of Furniture	0	0	0	0	0

Table 4.12 shows that the participants perceived that location of classes in proximity to how close it was to the participants' home had an impact on them attaining their goal of returning to the adult education classroom. This perception does not change when the ethnic backgrounds or programs of enrollment are viewed.

Table 4.13 presents the source distribution of how the participants first found out about adult education classes by ethnic breakdown. The participants' source of information primarily came from friends, television, or family.

The White and "Other" population had more participants who found out about adult education classes through friends than any other groups. The Black and Hispanic populations had more participants who found out about adult education classes through television than any other group.

The Hispanic population had more participants who found out about adult education classes through family than any other group.

From the research we see that a high percentage of women participants had been made aware of adult education programs from others. Participants were asked to identify significant people to whom they turned for advise. Table 4.14 presents data on the significant other. It should be noted that participants could check more than one significant other. (All participants did not have a significant other.)

Table 4.13.--Marketing Techniques Used to Attract Participants to Adult Education Classes by Rank Order.

Source	Percent White	Percent Black	Percent Hispanic	Percent Other	Total Percent
Through Friends	54.1	52.0	33.3	55.6	50.0
Through Television	24.0	65.4	52.4	12.5	29.3
Through Family	28.2	28.0	40.0	12.5	28.3
Personal Contacts	17.8	12.0	23.8	0	16.0
Through Radio	13.3	16.0	26.3	0	14.7
Other	14.3	0	4.8	33.3	11.0
Through Newspaper	9.5	12.0	14.3	0	9.9
Through Flyers or Pamphlets	5.4	8.0	20.0	0	7.7
From Teachers or Administrators in the Program	6.6	11.5	4.8	0	7.4
Through Information Given to You From the Center	5.6	4.0	0	0	4.8
Billboards	4.1	11.5	0	0	4.6
Posters	6.7	0	0	12.5	4.6

Table 4.14.--Relationship of Significant Other to Participants of Population.

Significant Other	Percent White	Percent Black	Percent Hispanic	Percent Other	Percent Total
Husband	26.1	29.4	56.3	66.7	33.6
Male Companion	28.8	41.2	20.0	14.3	28.0
Female Companion	4.6	5.9	0	0	3.3
Mother	30.8	44.4	28.6	12.5	30.8
Father	6.3	0	21.4	12.5	7.5
Children	7.7	11.1	14.3	0	9.4
Sister	9.6	21.4	20.0	20.0	14.5
Brother	7.9	0	0	0	4.8
Other Relative(s)	4.9	6.3	14.3	0	6.0
Non-Relative (Not Related)	4.6	5.6	0	14.3	4.8
Other	3.1	0	0	12.5	2.8

Table 4.15 presents the distribution of the sex of the significant other by ethnic breakdown of the participants.

Table 4.15.--Sex of Significant Other by Participants' Racial Group.

Significant Other	Percent White	Percent Black	Percent Hispanic	Percent Other	Total Percent
Male	51.9	34.6	54.5	70.0	49.3
Female	35.1	34.6	13.6	30.0	31.2
No Response	13.0	30.8	31.9	0	19.5

In Table 4.15, the White, Hispanic, and "Other" populations had significant others who were males. Blacks split between males and females in relation to the sex of the significant other. The "Other" population had husband as the significant other where as the Black population had mother as the significant other.

Of the participants who had significant others, 61.9 percent of these individuals were employed, 5.3 percent were layed-off, and 28.3 percent were unemployed.

Table 4.16 presents the distribution of the educational status of the significant others of the population. The participants had significant others with an equivalent or higher educational level than the participants.

Table 4.16 shows that more Hispanic and Black participants had significant others who were high school graduates. White, Black, and Hispanic had about the same percent

Table 4.16.--Educational Status of Significant Others by Race of Participant.

Educational Status	Percent White	Percent Black	Percent Hispanic	Percent Other	Percent Total
0 - 4 Years of School	2.9	0	0	0	1.7
5 - 8 Years of School	7.1	15.8	12.5	0	8.6
9 - 11 Years of School	24.3	21.1	25.0	10.0	22.4
High School Graduate	31.4	42.1	37.5	20.0	33.6
Vocational Education After High School	8.6	5.3	6.3	10.0	7.8
Some College	14.3	15.8	6.3	40.0	15.5
Associate Degree from a Community College	4.3	0	6.3	0	3.4
Bachelor's Degree	0	0	0	10.0	.9
Graduate Work	1.4	0	0	10.0	.9
Graduate Degree	1.4	0	0	0	1.7

with less than a high school education. However, they differ in the degree to which they exceed high school. In the "Other" category, the significant others had the highest percentage in the category of some college, Bachelor's degree and some graduate work in proportion to the population.

Summary

Frequencies and means were employed to analyze the data presented in this study. As a result of this study, there were several significant outcomes.

Personal/Socio-Economic Characteristics

1. The women participants were predominantly white, single, unemployed, and had family incomes below \$5,000 per year.
2. Many had dropped out of school at the mean age of 16 years and were currently enrolled at the mean age of 27.
3. The majority of women were enrolled in the General Educational Development program across all ethnic groups.

Factors Which Influenced Return

1. The women participants had as their primary motivating factor the completion of the high school diploma or equivalency.

2. The expected outcome from participating was to further educational and/or career goals.
3. The variety of times when classes were offered was seen as the primary benefit.
4. Individual learning was the learning style by which the women perceived they learned best.
5. The proximity of the class to the participants' home served as a feature the participants listed as a priority.

Marketing Techniques

1. Word of mouth from friends was the primary source of information on adult education programs among the total population.
2. The women participants of both the Black and Hispanic ethnic groups had television as their major source of information about adult education programs.
3. Of the women participants, the Hispanic women had family as a source of information about the adult education programs.

Significant Individuals to Whom Participants Turned for Advice

1. Of the participants who had a significant other, a large number of them had a male in that role. Black participants, however, had an even split between males and females as the significant other.
2. There was no clear distinction between the significant other role of husband, male companion and

mother. However, there was a definite distinction of significant other role when the participants were examined according to ethnic breakdown. Hispanics and "Other" had the highest percent where husband was the significant other. Blacks had the highest percent among male companions and mother.

3. Of the women who had a significant other, that person was employed.
4. The educational level of the significant others ranged from high school graduate to some college. The highest percent of the significant others who had finished high school was among the Black participants, and the "Other" participants had the highest percent among those having some college, a Bachelor's degree and graduate work.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate three broad areas as they relate to women's education, specifically the completion of secondary education. The areas which were discussed are as follows: (1) the characteristics of the women who returned to the adult education classroom, (2) the marketing techniques employed which were influential, and (3) the factors which motivated the women to return to the adult education classroom.

As a result of this investigation, additional information was gained on the significant others, (the person to whom the participants turned when making a decision) and who that person was. Also, data were gathered on the learning environment and whether that environment served as a motivational factor in the women's return to the adult education classroom.

Summary of the Findings

Three research questions guided this study. The questions were as follows: (1) What are the demographic characteristics of women participants in adult education

completion programs i.e., personal and environmental characteristics? (2) What factors contributed to and influenced the return and continued participation of women in the adult high school classroom, i.e., intrinsic and extrinsic factors? and (3) What marketing techniques employed served as influential factors for the women participants?

As a result of this study the data indicated that there were a larger number of white women who participated in adult education classes than women of any other ethnic group. (This could be attributed to the fact that the majority population of the study area was white.) There were slightly more single women than married who participated in classes and the majority of the participants were unemployed. The results further showed that many of the participants had on the average incomes below \$5,000 a year, they had dropped out of school at the average age of 16 and were currently enrolled at the average age of 27. Of the total population 62.5 percent of the women were enrolled in the General Educational Development (GED) program.

Of the factors which contributed or influenced the women to return, getting a high school diploma or equivalency was top priority. Individualized learning and the use of books and printed materials were delivery methods through which the participants perceived that they learned best.

Other factors which had an influential effect were the times when classes were offered, the proximity of the classes to the participant's home, and special courses offered in reading, writing, and math.

Of the techniques utilized to attract adults to the adult education setting, television was a medium through which 65.4 percent of the Blacks and 52.4 percent of the Hispanic participants gained information about the adult education classes. The other sources which provided information to the participants about the adult education classes were friends and family.

Conclusions and Recommendations

As a result of this study there were several conclusions which were important to present. With the large number of white women who participated in these adult education programs, it was evident that the marketing strategies employed were reaching only portions of the population which can be served through adult education. The Black and Hispanic women had television as a source of information concerning adult education classes. It can be speculated that more emphasis was placed on television announcements for Fall publicity campaigns due to the way the adult education programs are funded and what is called the "4th Friday" count. This count is based on the number of students enrolled in Adult Basic Education and Adult High School completion programs when the 4th Friday of the academic year occurs. Based on the number of persons enrolled and the funding formula, funds are appropriated. The funding formula for the GED program is different from that of the Adult high school completion and the ABE programs. Therefore, more

emphasis is placed on the publicity campaigns of the Adult High School completion and Adult Basic Education programs due to the funds these programs generate. In spite of the publicity efforts it is evident that more adults are attracted to the GED classes because of its individualized nature. Therefore, the administrators of adult education programs should consider the use of more televised announcements and other media sources throughout the academic year to attract a wider diversity of participants, to appeal to that portion of the population who have limited reading skills and who prefer individualized instruction.

There were a larger number of women who participated in the General Educational Development (GED) classes than in any other area. This coupled with the fact that many of the women preferred individualized self-paced instruction has implications for the delivery methods employed by instructors of adults, and should be utilized in both the Adult Basic Education and Adult High School completion programs.

Of the women in adult education classes for a high school diploma, many wanted to improve their plans for getting ahead. Reviewing the information on expected outcomes for participating, it was shown that the participants wanted to further their educational and/or career plans. These items have implications for how counselors respond to the needs of the adults. Since further education and/or career plans are an expectation, in conjunction with

wanting to get ahead then the counselors also need to be aware of both the job and educational trends. They should be aware of what educational and occupational fields have sufficient and insufficient numbers and channel the participants accordingly.

The variety of times classes were offered was one of the benefits the participants said was an attraction to the adult education setting. This coupled with the size of the classes may affect learning, willingness to participate, or the participants making further recommendations to others. It is the opinion of this researcher that if a positive atmosphere makes these individuals participate, then recommendations to others to participate will follow.

The services of counseling, financial assistance, child care, transportation to the center and special recreational activities were low priorities among the sample. It could be speculated that the rationale for these services having low priority could be that the services were offered at inconvenient times, i.e., in conflict with academic and personal schedules or were non-existent. In either case, by there being a need for these services (regardless of how small) how and when they are offered could have an effect on the visibility of the service and the usability by the participants.

Of the methods through which participants found out about adult education programs, 50 percent found out through friends. If this is indeed the case, efforts should be

directed toward assuring that the participants in the adult education programs have a positive experience while enrolled and that the learning environment provides for the perceived academic and social needs of the participants.

Of the participants who had significant others, these persons had more education than the participants. One can speculate from this information that the significant other's educational level had a positive effect on the women participants and could have served as a motivational factor for them returning to the adult education classroom.

These conclusions are based on the data gathered during this investigation and cannot be generalized beyond the women who participated in the study from the mid-Michigan city.

Recommendations and Suggestions for Further Research

This study gathered basic data on women who return to programs in order to complete their high school education. Recommendations drawn from the findings in this study will hopefully serve as a stimulus to others who have an interest in this area. Since these recommendations were derived from what is essentially a very specific adult population, the recommendations should be weighted accordingly. The recommendations are as follows:

1. Data should be gathered from males who are enrolled in high school completion programs.

2. A comparison of men and women participants in high school completion classes should be conducted to determine if there are any significant differences between the two groups, i.e., their responses to the questionnaire.
3. The questionnaire should be distributed in multiple settings to determine whether the geographic locations have any significance on the characteristics of the women, how they found out about the adult education programs and why they participate.
4. The relationship of the significant other and the impact which that person's educational level has on the women participants should be studied to determine whether the significant others level of education serves as a motivating factor for women to return to the adult education setting.
5. The study should be conducted in economically depressed states to determine whether the unemployment rate has a bearing on the number of men and women who participate in adult education classes.
6. A follow-up study should be conducted to determine how accurately the participants predict it will take them to complete a high school diploma or equivalency.
7. A comparison between men and women to determine perceived learning methods and its relationship on the socialization skills developed during childhood, i.e., would the males learn better through mechanical devices for example, slides, tapes, etc., vs. women learning through books and printed materials.
8. Question #2 of the instrument should be reworded to include "self" due to the high percentage of participants who wrote in "self" under the "other" response category.
9. A study should be conducted with a control and experimental group to determine whether those participants who participate and benefit from special reading, writing, and math classes do better on test scores of the GED and to predict more accurately how soon they will finish than those who do not.
10. The study should be conducted in rural and urban areas of several states to determine whether the racial composition of the population would be affected.

11. A follow-up study should be conducted on the participants to find out how many go on to higher education, either at a community college or university.

Reflections

As a result of this study, specifically, the review of literature and the fact that few authorities of adult education who the researcher contacted had very little information on women's programs. It became evident to this researcher that adults at the secondary level male or female are indeed a neglected species.

If adult educators are truly to fulfill their roles, than this population of secondary adult learners needs to have more attention paid to them and the horizons of the educators broadened to include this population.

When adult educators are asked why the secondary educational levels of adults have not been studied, the response is that they are not a captive audience. How captive of an audience does one need, particularly when this population is captive by the mere fact that they are without an adequate education and because of this inadequate education they are among the low-incomed, undereducated, and the unemployed.

It is past time for adult educators at all levels, especially the university levels, to look beyond the re-entry women, post-secondary, evening college, and professional continuing education groups, and start looking at the secondary education groups. As we the "educated" are quick

to point out, the more education we have, the more we want.
The less we have, the less we want. Our task is to move
the less to more and more and more . . .

APPENDICES

APPENDIX A

INFORMATION REQUEST LETTER

APPENDIX A
INFORMATION REQUEST LETTER

January 29, 1982

Dr. Gordon Godbey
Dean, Department of Adult Education
The Pennsylvania State University
University Park, Pennsylvania 16802

Dr. Godbey:

I am a doctoral student in the Department of Adult and Continuing Education at Michigan State University. At this time I have completed all of the pre-dissertation requirements including proposal approval and questionnaire design. The topic of the research is a "Study of Women Who Return to the Adult High School Classroom in a Mid-Michigan City." The study will look at three broad areas, (1) the characteristics of the adult woman who returns to complete high school, (2) the reasons which brought the adult woman back to the classroom, and (3) the communication processes which were influential in the return of the adult women to the classroom.

At this point I have also conducted an ERIC Computer Search which did not provide a lot of information related to the research topic.

My request of you is to make suggestions as to reference materials, individuals to contact, or to make any other recommendations which would be helpful as I continue the study.

Thank you for your time.

Sincerely,

Doris D. Yates
East 518 Owen Graduate Center
Michigan State University
East Lansing, Michigan 48825
(517) 353-7023

APPENDIX B

INFORMATION REQUEST RESPONSES

APPENDIX B
INFORMATION REQUEST RESPONSES



Refer

National Association for Women Deans, Administrators, and Counselors

February 11, 1982

Ms. Doris D. Yates
East 518 Own Graduate Center
Michigan State University
East Lansing, ME 48825

Dear Ms. Yates:

As you may know our association publishes quite a lot of the literature in the fields related to women and women in education. I am not personally acquainted with articles which relate to women returning to complete high school as adults. That is not to say, however, that there are not articles on this topic in our Journals. We have published continuously since 1937.

I would refer you to the periodical desk of the Michigan State University library which subscribes to our Journal, and urge you to send a copy of your finished piece to our editor, Patricia Gartland, Asst. V.P., American College Testing Program, P.O. Box 168, Iowa City, Iowa, 52243.

Good luck with your project.

Sincerely,


Patricia Rueckel
Executive Director

cc: Pat Gartland
1625 I Street, NW, Suite 624A, Washington, DC 20006
(202) 659-9330



College of
Continuing
Education

Rosalind K. Loring
Dean

University of Southern California
DCC 112 • University Park

Los Angeles
California
90007

Telephone (213) 743-7736
Telex 674803

February 19, 1982

Doris D. Yates
East 518 Owen Graduate Center
Michigan State University
East Lansing, Michigan 48825

Dear Ms. Yates,

In response to your inquiry of February 1, regretfully, I, too, have little data or reference material on your topic. In my various searches I discovered that ERIC has little on the subject of women. Most of my references have come from newspaper and magazine clippings. And I have not written on this subject at all.

For possible sources of studies in this area I suggest:

- 1) Clearinghouse on Adult Education, Ray J. Ast, Montclair State College, Upper Montclair, New Jersey 07043
- 2) Los Angeles Unified School District -- Adult Education Division, 450 N. Grand Avenue, Los Angeles, CA 90012
- 3) The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210
- 4) Women's Bureau, U.S. Department of Labor, Washington, D.C.

I wish you happy hunting and much success.

Cordially,

Rosalind K. Loring

Encl.

APRIL 30, 1981

WOMEN'S REPRESENTATIVE

PAGE 4

DRUG MAKERS LIABLE IN DES SUIT

A New York appeals court upheld the decision in *Bichler v. Eli Lilly & Company*, that a woman harmed by the drug DES could sue a drug manufacturer for damages even if she could not identify the actual company that had made the drug which caused the injury.

Joyce Bichler, who developed cancer because her mother was given DES, had to have extensive surgery. She was awarded \$500,000 in damages in a trial based on the legal doctrine of "concert of action." Lilly & Company was shown to have dominated the DES market at the time Bichler's mother was given DES and to have worked with other drug manufacturers to get FDA approval of the drug and to market it without testing it.

"Women were used as guinea pigs with DES," says Sybil Shainwald, a member of the Board of Directors of the National Women's Health Network and a lawyer for Bichler.

In upholding the jury verdict, the Court found that the industry as a whole failed to have proper safeguards and to test DES adequately.

For further information, contact Belita Cowan, the National Women's Health Network, 224 Seventh St., S.E., Washington, D.C. 20003. (202) 543-9222. In New York, call Sybil Shainwald at (212) 962-8020.

POLICY-RELATED RESEARCH PROMOTED ON CAPITOL HILL

The Women's Research and Education Institute of the Congresswomen's Caucus recently held a meeting with representatives of 22 women's research and policy centers in the U.S. to discuss ways that research on women's issues can be made more accessible and useful to policymakers.

The meeting initiated a serious attempt by the Women's Research and Education Institute (with the help of a Ford Foundation grant) to establish systematic links between researchers and policymakers. Inquiries from individuals and research centers are encouraged.

For further information, contact Sara Rix, Research Coordinator, WREI, 400 South Capitol St., Washington, D.C. 20003. (202) 546-1010.

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Graduate School of Education
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Programs in Administration,
 Planning, and Social Policy

22 February 1982

Ms. Doris D. Yates
 East 518 Owen Graduate Center
 Michigan State University
 East Lansing, Michigan 48825

Dear Ms. Yates:

I'm sorry that I can't be very helpful to you in suggesting references on adult women beyond your ERIC search. I have not personally made any special studies of re-entry women beyond those referenced in Adults as Learners.

I am rather surprised, however, to learn that your ERIC search was relatively fruitless since I had thought a number of local studies had been made -- especially of the characteristics of re-entry women. Perhaps some of the Centers for studies about women (Wellesley, UCLA, etc.) would be more useful.

Best wishes on your dissertation.

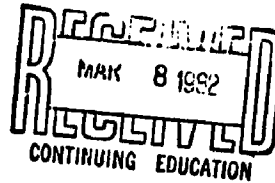
Sincerely,

A handwritten signature in cursive script, appearing to read "K. Patricia Cross".

K. Patricia Cross
 Visiting Professor

KPC/t1

Mary Ellen Capek
 Director, Continuing Education
 Princeton University
 Princeton, New Jersey 08540



March 3, 1982

Ms. Capek:

I am a doctoral student in the Department of Adult and Continuing Education at Michigan State University. At this point I have completed all of the pre-dissertation requirements including proposal approval and questionnaire design. The topic of the research is a "Study of Women Who Return to the Adult High School Classroom in a Mid-Michigan City". The study will look at three broad areas 1) the characteristics of the adult woman who returns to complete high school 2) the reasons which brought the adult women back to the classroom and 3) the communications processes which were influential in the return of the adult woman to the classroom.

At this point I have also conducted an ERIC computer search which did not provide a lot of information related to the research topic.

My request of you is to make suggestions as to reference materials, individuals to contact or any other recommendations which would be helpful as I continue the study.

Thank you for your time.

Sincerely,

Doris D. Yates
 Doris D. Yates
 East 518 Owen Graduate Center
 Michigan State University
 East Lansing, Michigan 48825
 (517) 353-7023

*Contact Helen
 Austin at the
 Higher Education
 Research Institute,
 UCLA
 MRC*



University of Wisconsin—Madison

DEPARTMENT OF CONTINUING AND VOCATIONAL EDUCATION

* 264 Teacher Education Building, 225 North Mills Street, 263-4630
 276 Teacher Education Building, 225 North Mills Street, 263-4640
 208 Agriculture Hall, 1450 Linden Drive, 262-1361
 120 Home Economics Building, 1300 Linden Drive, 262-2660
 112 Teacher Education Building, 225 North Mills Street, *Departmental Office*, 263-2422
 Madison, Wisconsin 53706

March 4, 1982

Ms. Doris D. Yates
 East 518 Owen Graduate Center
 Michigan State University
 East Lansing, Michigan 48825


Dear Ms. Yates:

Régarding your request for suggested readings to prepare a dissertation proposal on women returning to adult high school, I suggest the following.

1. Dissertation abstracts lists relevant doctoral dissertations on the topic, of which there are quite a few. Two completed here last year are:
 Merrill Glustrom - Attitudes Toward GED.
 Merle Stephey - Early School Learners and Adult Basic Education.
2. My book, Adult Development and Learning and Cross' book, Adults as Learners and Apps' on Adult Learners on Campus contain relevant chapters on why adults return to school.
3. Last Gamble on Education by Mezirow and Associates and Illiteracy in America by Horman and Hunter and the Disadvantaged Adult by Anderson and Neimi deal with adult basic education participants.
4. Darkenwald and Larsons NDCE sourcebook on Reaching Hard to Reach Adults has many pertinent ideas.

I trust that these suggestions are useful and that your study goes well.

Cordially,


 Alan B. Knox
 Professor

slg

Project on the Status and Education of WOMEN

ASSOCIATION of AMERICAN COLLEGES
1200 15th St. N.W., Washington, DC 20002 (202) 487 1500

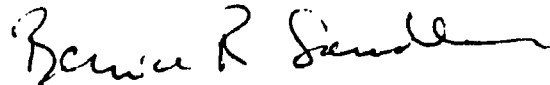
March 9, 1982

Doris D. Yates
East 518 Owen Graduate Center
Michigan State University
East Lansing, MI 48825

Dear Ms. Yates:

I'm sorry but we have no information on women returning to high school. Our re-entry papers (listed on the enclosed) all refer to women returning to college.

Sincerely,



Bernice R. Sandler
Executive Director

BRS:jog

enc.

THE PENNSYLVANIA STATE UNIVERSITY

RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

March 22, 1982

College of Education
Division of Education Policy Studies
814-865-1487

Ms. Doris D. Yates
East 518 Owen Graduate Center
Michigan State University
East Lansing, Michigan 48825

Dear Ms. Yates:

Please forgive the delay in responding to your letter of January 29, 1982 to Dr. Godbey. He asked me to see if I could give you some references. The only one I came across is:

William Griffith, NCA Standards for Adult High Schools:
Fostering Diversity and Quality in Adult Secondary Education.
North Central Association Quarterly Vol. XLIX #4, Spring
1975, pp. 387-99.

You did not indicate if your sample is working toward a GED or attending special adult high classes modeled after regular classes. Some questions that come to mind are:

1. Why come back to regular classes if they can obtain a GED?
2. Characteristics and reasons of these women will be similar to women who enroll in GED or CETA programs -- you can look at that literature for comparison.

I hope this has been of some help.

Sincerely,



Iran C. Mohsenin, Ed.D.
Project Associate

ICM:ss

APPENDIX C

PILOT STUDY QUESTIONNAIRE

APPENDIX C
PILOT STUDY QUESTIONNAIRE

A STUDY OF WOMEN WHO RETURN TO THE
ADULT HIGH SCHOOL CLASSROOM IN
A MID-MICHIGAN CITY

This study is being undertaken by Doris D. Yates a graduate student at Michigan State University, East Lansing, Michigan. In order to gather information necessary for this study, the attached questionnaire is being distributed to women who are participants in adult education classes, specifically, high school completion.

Completion of the questionnaire will be of the participants free choice and will not in any way affect the completion of classes in which participants are enrolled or completion of requirements for a high school equivalency or diploma. Participants may at any time discontinue participation with out penalty and are not obligated to answer any questions which are felt to be objectionable. All results of this questionnaire will be treated with strict confidence and the respondents will remain anonymous.

Returning the completed questionnaire will indicate your willingness to participate in the research project.

Results will be furnished upon request.

Thank you for your time and participation.

1. How did you first find out about the adult education classes?

Check all Which Apply

- ☐ From a teacher or administrator in the program
☐ Personal Contacts
☐ through friends
☐ through radio
☐ through television
☐ through newspaper
☐ through flyer or pamphlet
☐ through family
☐ through information given to you from the center
☐ billboards
☐ posters
☐ other (please specify) _____

2. Who of the persons listed below helped you in your decision to return to school. CHECK ALL WHICH APPLY

- | | |
|--|--|
| <input type="checkbox"/> School counselor | <input type="checkbox"/> Peers (people you work or socialize with) |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Children |
| <input type="checkbox"/> Companion (male/female) | <input type="checkbox"/> Employer |
| <input type="checkbox"/> Relatives | <input type="checkbox"/> Spouse |
| <input type="checkbox"/> Non-relatives | <input type="checkbox"/> Other (please specify) _____ |

3. Of the above who was the single most person who helped you in your decision to return to school? (please specify)

Why? _____

IF THERE IS A PERSON WHOM YOU TURN TO, TO HELP YOU MAKE IMPORTANT DECISIONS PLEASE COMPLETE THE FOLLOWING QUESTIONS (4-11)

4. Relationship of the person to you:

- | | |
|---|---|
| <input type="checkbox"/> Husband | <input type="checkbox"/> Sister |
| <input type="checkbox"/> Male companion | <input type="checkbox"/> Brother |
| <input type="checkbox"/> Female companion | <input type="checkbox"/> Other relative(s) |
| <input type="checkbox"/> Mother | <input type="checkbox"/> Non-relative (not related) |
| <input type="checkbox"/> Father | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Children | |

5. What is the age of this person? _____

6. What is the sex of this person? Male _____ Female _____

7. What race is this person?
 ___ American Indian ___ Mexican/Hispanic
 ___ Black ___ Asian American
 ___ White ___ Other (please specify) _____
 ___ Asian
8. How much school has this person had?
 ___ 0 - 4 years of school ___ Bachelor's Degree
 ___ 5 - 8 years of school ___ Graduate Work
 ___ 9 - 11 years of school ___ Graduate Degree
 ___ High school graduate ___ Other vocational education,
 ___ Some college after high school (please
 ___ Associate Degree from a specify) _____
 community college
9. Is this person employed ___ layed off ___ unemployed ___?
10. If layed off what was the job (please specify) _____

11. If employed what is the job (please specify) _____

12. Of the list below which factor(s) helped you in your decision to return to school. CHECK ALL WHICH APPLY.
- ___ help children with school work
 ___ want a high school diploma
 ___ job promotion
 ___ meet new people and make friends
 ___ increase family income
 ___ to gain general information and knowledge
 ___ to improve how much money you can make
 ___ to become more useful in your community and society
 ___ to have something to do
 ___ to improve how you THINK about yourself
 ___ to improve how you FEEL about yourself
 ___ to improve how you plan to get ahead
 ___ to go into a field which I like but, it takes special training
 ___ your job pays you for being in school
 ___ ready to start a career/occupation
 ___ you get money for attending (WIN)
 ___ other reasons (please specify) _____

13. Which of the above were the two most important reasons for you to return to school? (please specify) _____

14. Which benefits offered attracted you to the adult education setting?
CHECK ALL WHICH APPLY.

☐ child care
☐ transportation to the adult education center
☐ financial assistance
☐ tutorial services
☐ closeness to your house
☐ variety of times when classes are offered
☐ counseling
☐ parking
☐ job placement upon completion
☐ job information
☐ social and recreational activities for women
☐ special courses in reading, math, and writing
☐ other (please specify) _____

15. Which way do you learn best in a classroom setting?

☐ lecture
☐ mostly discussion
☐ small groups (reading, writing, and math)
☐ mostly reading and writing papers
☐ individual learning
☐ T.V. classes
☐ programmed learning
☐ use of tapes, slides, films, overheads, etc.
☐ through books and printed materials
☐ through the use of pictures to explain a point
☐ other (please specify) _____

16. Which of the items below helped you attain your goal of coming back to school? CHECK ALL WHICH APPLY.

☐ location of class--closeness to your home
☐ size of class--number of people in the class
☐ size of furniture
☐ lighting
☐ air circulation
☐ seating arrangement
☐ other (please specify) _____

Why? _____

17. Which of the following were your reasons for not attending an adult education class before now? CHECK ALL WHICH APPLY.

☐ employed full-time
☐ children at home
☐ no transportation
☐ classes offered too far away from home
☐ classes offered at the wrong time
☐ thought it was not for you
☐ family responsibilities
☐ family illness
☐ no time to study
☐ no money
☐ no child care
☐ personal illness
☐ marital situation
☐ personal problems
☐ lack of encouragement from the person you turn to in a decision making situation
☐ lack of encouragement from family
☐ lack of encouragement from friends
☐ other (please specify) _____

18. What was your age when you first entered high school?
 (please specify) _____ years

19. What was the last grade you completed? (please specify)
 _____ grade

20. What was your age when you dropped out of school?
 (please specify) _____ years

21. What is your age now? (please specify) _____ years

22. Which program are you presently enrolled in? (please check)
 ABE _____ GED _____ Adult High School _____

23. How long do you think it will take you to get your diploma?
 (please specify) _____

24. How long have you been in adult education? (please specify) _____

25. Marital status

☐ Single ☐ Divorced
☐ Married ☐ Separated
☐ Widowed ☐ Living with someone

26. What is your race?

☐ American Indian ☐ White ☐ Asian ☐ Mexican/Hispanic
☐ Black ☐ Asian American ☐ Other (please specify) _____

27. Number of Children ____
 Ages of children ____
 Number of children living with YOU ____
 Ages of children living with YOU ____
28. ____ employed ____ layed-off ____ unemployed
29. If layed-off what was your job (please specify) _____

30. If employed what is your job? (please specify) _____

31. What do you want to gain from participating in the adult education program? CHECK ALL WHICH APPLY.
- ____ expect an advancement on present job
 - ____ expect a new job
 - ____ expect to go to work
 - ____ expect higher wages
 - ____ expect self-enjoyment
 - ____ expect another job level
 - ____ expect a different job at about the same pay
 - ____ expect to further educational and/or career plans
 - ____ expect to go back to work
 - ____ other (please specify) _____
32. What is your present income? (please specify) _____
33. What is your present family income? (Include all persons related to you in the household who are working.)
- | | |
|------------------------|------------------------|
| ____ less than \$5,000 | ____ \$15,000 - 19,000 |
| ____ \$5,001 - 9,000 | ____ \$20,000 and over |
| ____ \$10,000 - 14,000 | |
34. Other than wages from work are there other sources of income (example: AFDC, Social Security, Disability, WIN, retirement, etc.) (please specify) _____

35. How many other wage earners are there in your household? (please specify) _____
36. What are the ages of the wage earners? (please specify) _____

37. What is the present income of each wage earner?

Wage earner #1 _____
#2 _____
#3 _____
#4 _____
#5 _____

38. If there are other comments you would like to make at this time,
please feel free to make them in the space below.

THANK YOU FOR YOUR TIME AND PARTICIPATION.

APPENDIX D

**POPULATION QUESTIONNAIRE AND
COMPUTER GRID SHEET**

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Returning the completed questionnaire will indicate your willingness to participate in the research project.

Results will be furnished upon request.

Thank you for your time and participation.

1. How did you hear about the adult education classes?

Check All Which Apply.

- ☐ From a teacher or administrator in the program
☐ Through friends
☐ Through radio
☐ Through television
☐ Through newspaper
☐ Through flyer or pamphlet
☐ Through family
☐ Through information given to you from the center
☐ Billboards
☐ Posters
☐ Other (please specify) _____

2. Who of the persons listed below helped you in your decision to return to school? Check All Which Apply.

- | | |
|--|--|
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Peers (people you work or socialize with) |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Children |
| <input type="checkbox"/> Companion (male/female) | <input type="checkbox"/> Employer |
| <input type="checkbox"/> Relatives | <input type="checkbox"/> Spouse |
| <input type="checkbox"/> Non-relatives | <input type="checkbox"/> Other (please specify) _____ |

3. Of the above who was the single most person who helped you in your decision to return to school? (please specify)

Why? _____

IF THERE IS A PERSON WHOM YOU TURN TO, TO HELP YOU MAKE IMPORTANT DECISIONS, PLEASE COMPLETE THE FOLLOWING QUESTIONS (4-11)

4. Relationship of the person to you:

- | | |
|---|---|
| <input type="checkbox"/> Husband | <input type="checkbox"/> Sister |
| <input type="checkbox"/> Male companion | <input type="checkbox"/> Brother |
| <input type="checkbox"/> Female companion | <input type="checkbox"/> Other Relative(s) |
| <input type="checkbox"/> Mother | <input type="checkbox"/> Non-relative (not related) |
| <input type="checkbox"/> Father | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Children | |

5. What is the age of this person? _____

6. What is the sex of this person? Male _____ Female _____

7. What is the race of this person?

<input type="checkbox"/> American Indian	<input type="checkbox"/> Mexican/Hispanic
<input type="checkbox"/> Black	<input type="checkbox"/> Asian American
<input type="checkbox"/> White	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Asian	_____

8. How much school has this person had?

<input type="checkbox"/> 0 - 4 years of school	<input type="checkbox"/> Bachelor's Degree
<input type="checkbox"/> 5 - 8 years of school	<input type="checkbox"/> Graduate Work
<input type="checkbox"/> 9 - 11 years of school	<input type="checkbox"/> Graduate Degree
<input type="checkbox"/> High school graduate	<input type="checkbox"/> Other Vocational Education,
<input type="checkbox"/> Some college	after high school (please specify)
<input type="checkbox"/> Associate Degree from a	_____
Community College	

9. Is this person employed ☐ layed-off ☐ unemployed ☐ ?

10. If layed-off what was the job (please specify) _____

11. If employed what is the job? (please specify) _____

12. Of the list below which factor(s) helped you in your decision to return to school? Check All Which Apply.

<input type="checkbox"/> Help children with school work
<input type="checkbox"/> Want a high school diploma
<input type="checkbox"/> Job promotion
<input type="checkbox"/> Meet new people and make friends
<input type="checkbox"/> Increase family income
<input type="checkbox"/> To gain general information and knowledge
<input type="checkbox"/> To improve how much money you can make
<input type="checkbox"/> To become more useful in your community and society
<input type="checkbox"/> To improve how you THINK about yourself
<input type="checkbox"/> To improve how you FEEL about yourself
<input type="checkbox"/> To improve how you plan to get ahead
<input type="checkbox"/> To go into a field which I like but, it takes special training
<input type="checkbox"/> Your job pays you for being in school
<input type="checkbox"/> Ready to start a career/occupation
<input type="checkbox"/> You get money for attending (WIN)
<input type="checkbox"/> Other reasons (please specify) _____

13. Which of the above were the two most important reasons for you to return to school? (please specify) _____

14. Which benefits offered attracted you to the adult education setting? Check All Which Apply.

☐ Child care
☐ Transportation to the adult education center
☐ Financial assistance
☐ Tutorial services
☐ Closeness to your house
☐ Variety of times when classes are offered
☐ Counseling
☐ Parking
☐ Job placement upon completion
☐ Job information
☐ Social and recreational activities for women
☐ Special courses in reading, math, and writing
☐ Other (please specify) _____

15. Which way do you learn best in a classroom setting? Check All Which Apply.

☐ Lecture
☐ Mostly discussion
☐ Small groups (reading, writing, and math)
☐ Mostly reading and writing papers
☐ Individual learning
☐ T.V. classes
☐ Programmed learning
☐ Use of tapes, slides, films, overheads, etc.
☐ Through books and printed materials
☐ Through the use of pictures to explain a point
☐ Other (please specify) _____

16. Which of the items below helped you attain your goal of returning to school? Check All Which Apply.

☐ Location of class--closeness to your home
☐ Size of class--number of people in the class
☐ Size of furniture
☐ Lighting
☐ Air circulation
☐ Seating arrangement
☐ Other (please specify) _____

Why? _____

17. Which of the following were your reasons for not attending an adult education class before now? Check All Which Apply.

☐ Employed full-time
☐ Children at home
☐ No transportation
☐ Classes offered too far away from home
☐ Classes offered at the wrong time
☐ Thought it was not for you
☐ Family responsibilities
☐ Family illness
☐ No time to study
☐ No money
☐ No child care
☐ Personal illness
☐ Marital situation
☐ Personal problems
☐ Lack of encouragement from the person you turn to in a decision making situation
☐ Lack of encouragement from family
☐ Lack of encouragement from friends
☐ Other (please specify) _____

18. What was your age when you entered high school the first time?
 (please specify) _____ years

19. What was the last grade you completed? (please specify)
 _____ grade

20. Did your high school start at the 9th or 10th grade? (please specify) _____ grade

21. What was your age when you dropped out of school? (please specify) _____ years

22. What is your age now? (please specify) _____ years

23. Which program are you presently enrolled in? (please check)
 ABE _____ GED _____ Adult High School _____

24. How long do you think it will take you to get your diploma?
 (please specify) _____

25. How long have you been in adult education? (please specify)

26. Marital status

<input type="checkbox"/> Single	<input type="checkbox"/> Divorced
<input type="checkbox"/> Married	<input type="checkbox"/> Separated
<input type="checkbox"/> Widowed	<input type="checkbox"/> Living with someone

27. What is your race?

<input type="checkbox"/> American Indian	<input type="checkbox"/> Mexican/Hispanic
<input type="checkbox"/> Black	<input type="checkbox"/> Asian American
<input type="checkbox"/> White	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Asian	_____

If you have children (birth or adoption) complete question 28

28. Number of children _____
 Ages of children _____
 Number of children living with YOU _____
 Ages of children living with YOU _____

29. Are you now employed _____ layed-off _____ unemployed _____ ?

30. If layed-off what was your job (please specify) _____

31. If employed what is your job? (please specify) _____

32. What do you want to gain from participating in the adult education program? Check All Which Apply.

<input type="checkbox"/> Expect an advancement on present job
<input type="checkbox"/> Expect a new job
<input type="checkbox"/> Expect to go to work
<input type="checkbox"/> Expect higher wages
<input type="checkbox"/> Expect self-enjoyment
<input type="checkbox"/> Expect another job level
<input type="checkbox"/> Expect a different job at about the same pay
<input type="checkbox"/> Expect to further educational and/or career plans
<input type="checkbox"/> Expect to go back to work
<input type="checkbox"/> Other (please specify) _____

33. What is your present income? (please specify) _____

34. What is your present family income? (Include all persons related to you in the household who are working.)

<input type="checkbox"/> Less than \$5,000	<input type="checkbox"/> \$15,000 - 19,000
<input type="checkbox"/> \$5,001 - 9,000	<input type="checkbox"/> \$20,000 and over
<input type="checkbox"/> \$10,000 - 14,000	

35. Other than wages from work are there other sources of income (Example: AFDC, Social Security, Disability, WIN, Retirement, etc.) (please specify) _____

36. How many other wage earners are there in your household?
(please specify) _____
37. What is the present income and age of each wage earner?
- | | | | |
|-----------------|-------|-----|-------|
| Wage earner #1. | _____ | Age | _____ |
| #2. | _____ | Age | _____ |
| #3. | _____ | Age | _____ |
| #4. | _____ | Age | _____ |
| #5. | _____ | Age | _____ |
38. If there are other comments you would like to make at this time
please feel free to make them in the space below.

THANK YOU FOR YOUR TIME AND PARTICIPATION.

MICHIGAN STATE UNIVERSITY DATA SHEET SIDE 1

1	001200000000	24	001200000000	47	001200000000	70	001200000000	93	001200000000
2	001200000000	25	001200000000	48	001200000000	71	001200000000	94	001200000000
3	001200000000	26	001200000000	49	001200000000	72	001200000000	95	001200000000
4	001200000000	27	001200000000	50	001200000000	73	001200000000	96	001200000000
5	001200000000	28	001200000000	51	001200000000	74	001200000000	97	001200000000
6	001200000000	29	001200000000	52	001200000000	75	001200000000	98	001200000000
7	001200000000	30	001200000000	53	001200000000	76	001200000000	99	001200000000
8	001200000000	31	001200000000	54	001200000000	77	001200000000	100	001200000000
9	001200000000	32	001200000000	55	001200000000	78	001200000000	101	001200000000
10	001200000000	33	001200000000	56	001200000000	79	001200000000	102	001200000000
11	001200000000	34	001200000000	57	001200000000	80	001200000000	103	001200000000
12	001200000000	35	001200000000	58	001200000000	81	001200000000	104	001200000000
13	001200000000	36	001200000000	59	001200000000	82	001200000000	105	001200000000
14	001200000000	37	001200000000	60	001200000000	83	001200000000	106	001200000000
15	001200000000	38	001200000000	61	001200000000	84	001200000000	107	001200000000
16	001200000000	39	001200000000	62	001200000000	85	001200000000	108	001200000000
17	001200000000	40	001200000000	63	001200000000	86	001200000000	109	001200000000
18	001200000000	41	001200000000	64	001200000000	87	001200000000	110	001200000000
19	001200000000	42	001200000000	65	001200000000	88	001200000000	111	001200000000
20	001200000000	43	001200000000	66	001200000000	89	001200000000	112	001200000000
21	001200000000	44	001200000000	67	001200000000	90	001200000000	113	001200000000
22	001200000000	45	001200000000	68	001200000000	91	001200000000	114	001200000000
23	001200000000	46	001200000000	69	001200000000	92	001200000000	115	001200000000

SIDE 2

116	0	1	2	3	4	5	6	7	8	9	120	0	1	2	3	4	5	6	7	8	9	144	0	1	2	3	4	5	6	7	8	9
117	0	1	2	3	4	5	6	7	8	9	121	0	1	2	3	4	5	6	7	8	9	145	0	1	2	3	4	5	6	7	8	9
118	0	1	2	3	4	5	6	7	8	9	122	0	1	2	3	4	5	6	7	8	9	146	0	1	2	3	4	5	6	7	8	9
119	0	1	2	3	4	5	6	7	8	9	123	0	1	2	3	4	5	6	7	8	9	147	0	1	2	3	4	5	6	7	8	9
120	0	1	2	3	4	5	6	7	8	9	124	0	1	2	3	4	5	6	7	8	9	148	0	1	2	3	4	5	6	7	8	9
121	0	1	2	3	4	5	6	7	8	9	125	0	1	2	3	4	5	6	7	8	9	149	0	1	2	3	4	5	6	7	8	9
122	0	1	2	3	4	5	6	7	8	9	126	0	1	2	3	4	5	6	7	8	9	150	0	1	2	3	4	5	6	7	8	9
123	0	1	2	3	4	5	6	7	8	9	127	0	1	2	3	4	5	6	7	8	9	151	0	1	2	3	4	5	6	7	8	9
124	0	1	2	3	4	5	6	7	8	9	128	0	1	2	3	4	5	6	7	8	9	152	0	1	2	3	4	5	6	7	8	9
125	0	1	2	3	4	5	6	7	8	9	129	0	1	2	3	4	5	6	7	8	9	153	0	1	2	3	4	5	6	7	8	9
126	0	1	2	3	4	5	6	7	8	9	130	0	1	2	3	4	5	6	7	8	9	154	0	1	2	3	4	5	6	7	8	9
127	0	1	2	3	4	5	6	7	8	9	131	0	1	2	3	4	5	6	7	8	9	155	0	1	2	3	4	5	6	7	8	9
128	0	1	2	3	4	5	6	7	8	9	132	0	1	2	3	4	5	6	7	8	9	156	0	1	2	3	4	5	6	7	8	9
129	0	1	2	3	4	5	6	7	8	9	133	0	1	2	3	4	5	6	7	8	9	157	0	1	2	3	4	5	6	7	8	9
130	0	1	2	3	4	5	6	7	8	9	134	0	1	2	3	4	5	6	7	8	9	158	0	1	2	3	4	5	6	7	8	9
131	0	1	2	3	4	5	6	7	8	9	135	0	1	2	3	4	5	6	7	8	9	159	0	1	2	3	4	5	6	7	8	9
132	0	1	2	3	4	5	6	7	8	9	136	0	1	2	3	4	5	6	7	8	9	160	0	1	2	3	4	5	6	7	8	9
133	0	1	2	3	4	5	6	7	8	9	137	0	1	2	3	4	5	6	7	8	9	161	0	1	2	3	4	5	6	7	8	9
134	0	1	2	3	4	5	6	7	8	9	138	0	1	2	3	4	5	6	7	8	9	162	0	1	2	3	4	5	6	7	8	9
135	0	1	2	3	4	5	6	7	8	9	139	0	1	2	3	4	5	6	7	8	9	16										



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