The influence of administrative discipline, teacher/student relationship, student achievement, attendance and conduct on the decision by students of Stephens County High School to drop out

Vince H. Turpin

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The purpose of this study was to examine the influence of administrative discipline procedure, teacher/student relationship, student achievement, student attendance, and student conduct on the decision by students of Stephens County High School to drop out of school. Results indicated that teacher/student relationship does influence the decision to drop out. Further, these teachers are more likely to be female. Administrative discipline procedure can affect the decision to drop out. While student achievement does not directly affect but plays an important role in decision making to drop out, attendance will hinder the motive to continue. Student conduct had no effect on the decision to drop out. Gender, race, and socioeconomic status were confounded in the results.
THE INFLUENCE OF ADMINISTRATIVE DISCIPLINE, TEACHER/STUDENT RELATIONSHIP, STUDENT ACHIEVEMENT, ATTENDANCE, AND CONDUCT ON THE DECISION BY STUDENTS OF STEPHENS COUNTY HIGH SCHOOL TO DROP OUT

A THESIS
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF SPECIALIST IN EDUCATION

BY
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CHAPTER I
INTRODUCTION

Statement of the Problem

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions, singly or in combination, can influence a young person's decision to quit school (Ferguson 1989). School characteristics such as administrative discipline, teaching method, commitment to student achievement and expectations of students are factors which influence a student's decision to drop out. Positive learning expectations should increase school holding power, enhance the academic achievement of students and provide a satisfying and meaningful environment in which students and teachers want to spend a large portion of their time. In this study, the relationship between administrative discipline, teaching methods, student achievement, student attendance, and student conduct and the high dropout rate in the Stephens County High School were examined.

Background to the Problem

The student population of Stephens County High School in 1989-90 was 1,165. White students numbered 840 while black students numbered 325. While 243 students quit school in 1989-90, 93 or 38% were white and 150 or 62% were black. Teacher discipline referrals numbered
614 that year. Teachers referred 423 white students and 191 black students for discipline. The referrals were divided into two categories: detention and suspension. Based on the percentage of the total population of 614, the detention referrals were 276 white males for 45% and 89 white females for 15%. Black males were referred to detention by 88 teacher referrals for 14% and 19 black females were referred for 3%. However, the suspension referrals demonstrated that 39 white males were suspended for 6% suspension rate; white female numbers demonstrated 19 suspended for 3%. The 614 teacher discipline referrals showed 61 black males were suspended for a 10% suspension rate, while 23 black females were suspended for 4% suspension rate in the 1989-90 school year. Suspended students missed 510 days of instruction that year. White students missed 174 days of instruction while black students missed 162 more days of instruction with a total for days of missed instruction numbering 336.

The 1990-91 school year found 1070 students at Stephens County High School; black students numbering 211 and white students numbering 859. Based on the percentage of the total population of 1070, the black students leaving school this year was 85 or a 8% dropout rate and white students quitting was 150 or 14% dropout rate. The graduating class of 1991 began in 1987 with a total of 359 students; black students numbering 101 and white students 258. There were 255 students in the senior class; a loss of 104 students to dropouts. Black graduates this year tallied 48; 17 males and 31 females. This demonstrated a 48% dropout rate among black students. On the other hand, data on white students
showed 207 graduating; a loss of 51 white students or a dropout rate of 13%.

In 1985 the National Dropout Prevention Center at Clemson University developed a "Summary of National Findings on Dropouts" (Ferguson 1989). This summary reported the following:

1. As of 1989 there were approximately 4.3 million dropouts age 16-24 in the U.S.

2. Of these, approximately 1 million were in the 16-19 year old age group and 3.3 million were in the 20-24 year old age group.

3. Approximately 25 percent of all high school students drop out before they graduate.

4. Sixteen percent of all 18 to 19 year old males drop out.

5. Twelve percent of all 18 to 19 year old females drop out.

6. Of the estimated 4.3 million dropouts in the U.S., 3.5 million or 81 percent are white, 700,000 or 16 percent are black and 100,000 or 2 percent are classified among other races (Hispanics are usually classified as white).

7. The dropout rate among Native Americans varies between 38 percent and 60 percent.

8. Urban schools have higher dropout rates than other schools.

9. The dropout rate for youth from low socioeconomic households was three times higher than for youth from high socioeconomic households.
10. School completion rates for blacks have risen from 45 percent in 1965 to 79 percent in 1984.

For the purpose of this study a dropout is defined as "a person who enrolled in a public school and exited without completing a planned educational program for some reason other than death, and who did not transfer to another educational system" (Ferguson 1989).

The data collection process for this study was the annual dropout rate method; therefore, any discrepancy between data reported here and those found elsewhere must be analyzed with the above definition and data collection process in mind.

**Purpose of the Study**

Research done concerning the dropout problem by Clemson University's National Dropout Prevention Center (1985) indicates that characteristics of students who are at high risk of dropping out are as follows:

- Lack of basic skills
- Performance consistently below potential
- Poor grades or failure in subjects
- Low standard test scores
- Irregular attendance and frequent tardiness
- Pattern of disruptive or aggressive behavior
- Poor study and work habits
- Lack of academic motivation
- Little or no participation in extracurricular activities
Additional insight into the dropout problem in the Stephens County High School was gained by interviews and a review of archival records of a sample of dropouts during the time period 1986-1989. Findings from this researcher's investigation indicated that a majority of the students dropped out of school because school does not prepare black or white students for the job market and "white teachers still treat black students like slaves." Black students feel that white teachers and administrators are not fair in dealing with them. White administrators and teachers use dual expectations and discipline for white and black students. This dual system is responsible for the decision of many to drop out of school.

Whitaker (1991) stated black males are treated differently, particularly by white teachers. They view African-American males as threats. A disproportionate number of black males wind up in special education classes and classes for students with development and behavior problems. Recent studies of school districts in New Orleans and Dade County, Florida highlight the critical nature of the predicament. In all cities, black males were shown to have dramatically higher suspension, expulsion, retention and dropout rates and dramatically low grade-point averages.

From these findings, it can be concluded that an investigation of selected school characteristics on the dropout problem at Stephens County High School would be useful. Therefore, the purpose of this study was to investigate the relationship between administrative discipline procedure, teaching methods, student achievement, attendance, conduct and the decision to drop out.
Significance of the Study

Hambry (1989) investigated the school's role in contributing to the dropout problem. However, there is little information on school processes which reflect experiences of administrators, teachers, and students inside the school. The absence of these indicators severely limits the use to which researchers interested in the impact of school processes on dropping out can put such data (McDill 1987). McDill (1987) recommended that future research should include school characteristics associated with successful education of at-risk students. Whitaker (1991) investigated high school data and reported that the study provides little information concerning important school factors. The important missing factors are proper mental-set of administrators and teachers, school climate for at-risk students, and data on the instructional processes in different high schools. It may be concluded from these findings that perceptions of administrators and teachers impact the outcome of a student's decision to drop out.

Because of the limited research concerning administrative and teacher perceptions as they relate to the dropout problem, hopefully, this study will provide additional insight into the dropout problem and will aid reforms in terms of administrative policies and practices. Also, the results of this study may enhance dropout prevention efforts in the Stephens County School System.

Delimitations of the Study

Delimitations of this study were:

1. The study was limited to the Stephens County High School in which approximately 92% of the students are white
from middle-income to low-income families, while 8% of the students are black from low-income families. Any comparisons of the findings in this study to other populations should be those with similar demographics.

2. The number of schools in the population of this study was one—the total number of high schools in the Stephens County School System. Because of the demographics of the Stephens County schools, combining these data with those of another school system in any metropolitan area would distort the findings for Stephens County High School.

3. The questionnaire utilized for this study was validated in the Atlanta School System; however, no other interview protocol was found that focused on the effective school correlates in the same manner as "A Dropout Prevention Collaborative Instrument." To determine validity of this instrument at the secondary level, content and construct validity were ascertained.

4. The sample is not necessarily a representative sample because it was not randomly selected from the total population of dropouts.

**Research Questions**

This study was guided by the following research questions:

1. Is there a relationship between administrative discipline procedure and a decision to drop out?

2. Is there a relationship between teacher/student relationship and the decision to drop out?
3. Is there a relationship between student achievement and the decision to drop out?

4. Is there a relationship between student attendance and the decision to drop out?

5. Is there a relationship between student conduct and the decision to drop out?

Organization of the Study

The remainder of this study includes a review of the related literature on administrative discipline, teaching methods, student achievement, student attendance and student conduct as they relate to the dropout problem. The dropout problem is also discussed in terms of factors and conditions impacting the dropout rate. A theoretical framework based on the effective schools research is provided as well as the presentation and analysis of data. The final chapter includes a summary, discussion, recommendations and implications for further investigation into the dropout problem.
CHAPTER II
REVIEW OF RELATED LITERATURE

The purpose of this study was to investigate the relationship between administrative discipline procedure, teacher/student relationship and the decision to drop out of Stephens County High School.

The review of literature on the dropout problem includes an investigation of socioeconomic factors; race/ethnicity and sex; and school related factors. The dependent variable is the decision to drop out. The independent variables are: administrative discipline procedure and teaching methods. The intervening variables are: achievement, attendance and conduct.

The Dropout Problem

The review of research on the dropout problem shows a number of studies concerned with finding causes for dropping out (Olga 1989; Harvey 1989; and Epstein 1989). This research review will focus on the three categories identified by Olga (1989) as having the most impact on the dropout problem: socioeconomic factors; race/ethnicity and sex; and school-related factors.

Socioeconomic Factors

The impact of socioeconomic factors is in agreement with research reasons students drop out. Olga (1989) reduced the
likelihood of dropouts with the relationship to increasing socio-economic status (SES). Olga (1989) further concluded that larger families are more prone to higher percentages of dropouts than smaller families.

Bowers (1988) studied parents' influence pertaining to the factors causing students to drop out and provided interesting data: (1) Dropouts are more likely to be the sibling of another dropout; (2) Dropouts are less likely to be living with both parents when they drop out; (3) Dropouts are more likely to have a mother with an eighth grade education; and (4) Dropouts are less likely to have a parent who graduated from high school.

Glenn and Haugen (1988) investigated the relationship between the dropout rate and the occupation of the parents. The studies demonstrated a linear relationship between the dropout rate and the kind of job or occupation of the parents. Students from homes where the parents were employed in professional jobs dropped out at a rate 40% less than semi-skilled or blue collar occupations.

**Race/Ethnicity and Sex**

Research by Harvey (1989) shows race/ethnicity and sex as significant factors for dropping out. These factors are significant in that minority populations are increasing in public schools. Large urban school districts, such as Newark, Atlanta and San Antonio, reported in 1982 that more than 98% of all students enrolled were from racial and ethnic minorities.
Epstein (1989) investigated the dropout rate among males and females and reported that females drop out of school at approximately the same rate as males. Moreover, a girl whose mother has less schooling or whose father has a low-level job or comes from a large family tends to be at a higher risk of dropping out.

Socioeconomic and race/ethnicity sex factors are not easily isolated. Portes and Wilson (1976) reported that whites and blacks have few differences in educational attainment when SES factors are controlled. When holding SES constant, they report a higher level of educational attainment for blacks than for whites.

The relationship between the above findings and the dropout rate at Stephens County High School demonstrates that black education can be successful. This is important for the esteem of black students and could provide the motive to stay in school.

School-Related Factors

Schools contribute significantly to the decision of students to drop out. Garber et al. (1989) and Calabrese (1988) report that failure by schools to provide minorities with equal education and meaningful activities maintains a sense of alienation which will continue to cause them to drop out because the schools reinforce the concept that public education is designed for middle-class students.
Wehlage (1987) reported three variables that can be viewed as measures of student alienation and rejection of school: (1) teacher interest in students, (2) effectiveness of discipline and (3) fairness of discipline. The variables were rated by dropouts and non-college bound graduates in an effort to determine the extent to which dropouts and stay-ins are similar or different, particularly in terms of their experiences and views regarding school. The student responses revealed a general student discontent over the relations students have with schools and their staffs (Wehlage 1987).

**Administrative Discipline**

Zamora (1988) reported that administrators resolve student discipline with eight considerations and eleven strategies in solving student discipline. The considerations and strategies are more often than not aimed at minority students. The considerations are as follows:

1. Prior History
2. Additional Evidence/Information
3. Teacher's Problem/Not Principal's
4. Personal Characteristic of Students
5. Reason/Motive
6. Home Environment
7. Violation of Rules/Code of Conduct
8. Magnitude of Offense Severity
The eleven strategies in solving student discipline are as follows:

1. Parent Conference
2. Suspension
3. Resources
4. Principal Conference with Students
5. Obtain All Information about Infraction
6. Counseling Techniques
7. Keeping Uniform Discipline Records
8. Corporal Punishment
9. Strictly Enforced Rules and Regulations
10. In-School Suspension
11. Remove or Return Weapon to Parents

Myers (1989) explored principals' beliefs about their schools' discipline effectiveness. There were four results supported by the data: (1) principals of large public high schools have custodial beliefs about pupil control; (2) principals with greater formal training also have custodial beliefs about control; (3) custodial principals believe in and utilize extrinsic rewards for the maintenance of discipline; and (4) custodial principals report that their schools have effective discipline. This study concludes: (1) the beliefs that principals hold for student discipline contribute to their schools' effectiveness; (2) that discipline is a product of complex factors embedded in the structure of schooling; and (3) that principals' beliefs
Johnson (1989) examined the relationship between minority students' discipline infractions and student achievement. There was significant involvement of minority students in discipline infractions in a disproportionate ratio in terms of the population as well as poor student achievement. The findings of the above are important to Stephens County High School (SCHS) because of the embedded dual discipline in school structure. Minorities at SCHS are involved in discipline infractions in a disproportionate ratio in terms of the population according to the school's yearly discipline summary report (1986-1989) which demonstrates a significant relationship between discipline infractions and student achievement.

**Teacher/Student Relationship**

Kapp (1989), Dudzinski (1989) and Moore (1988) reported the influence teachers have on the outcome of minority student achievement. Teachers chose to retain the mobile student more frequently than the non-mobile students (Kapp 1989). Teachers accept more responsibility for positive-achievement outcomes than for negative-achievement outcomes (Dudzinski 1989). Teachers believe fewer classroom conduct problems and family influence on student achievement is minimal when giving special sensitivity to racial and socioeconomic issues (Moore 1988). These findings are important because teachers at SCHS deal with mobile welfare students. It seems when the rent comes due at the
beginning of the month some students withdraw. The mobile students are low achievers and develop attitudes of not caring. On the other hand, effective teaching methods must be in place to impact the needs of the mobile student at SCHS.

Achievement

Hook (1985) investigated the relationship between dropping out and failing to progress through high school at a normal rate. The dropout rate was found to be more than twice the rate among the 14 percent of students who were held back or repeated a failed grade as among the remaining 86 percent of students who were not held back. This finding is important to the students of Stephens County High School because student achievement influences student's decision to drop out. SCHS students feel that once they get behind: "What's the use of coming to school I can't pass" or "I can't get credit for the course this semester."

Beers (1988) related achievement to verbal interaction between students and teachers and reported that high achievement did exist between frequent amount of student-teacher interaction and instructional interaction. The results of these findings are important because they demonstrate teaching methods that can be successful, important and needed to teach at-risk students at Stephens County High School.

Attendance

Reyes (1989) and Bell (1990) studied the effects of attendance on dropouts. A group of ninth grade minorities did not attend school and failed school regardless of the treatment. However, Bell (1990)
reported that dropouts returning to school improved on attendance and achievement. These findings related to SCHS in that attendance is a problem. SCHS students would rather have home suspension than come for detention or spend time in In-School Suspension. Attendance seems to be an ongoing problem with low-achievers and can influence the decision to drop out.

**Student Conduct**


It can be concluded that at-risk students are often correlated with socioeconomic; race/ethnicity and sex; and school related factors indicators. The evidence of the literature review correlates with the needs of Stephens County High School. Clearly student learning depends on how the available resources are used to modify behavior. It is implied that significant gains in academic achievement for minority students takes place in desegregated classrooms. The need to find additional teaching methods for the student at Stephens County High School is related to the high dropout rate.

**Summary/Conclusions**

The review of literature has focused on three major causes and conditions that impact the dropout problem: (1) socioeconomic factors;
(2) race/ethnicity and sex; and (3) school-related factors. Factors one and two are well documented in the literature as impacting the dropout problem. Factor three has become a concern to researchers in terms of student performance and percentage of black enrollment. Other school-related factors, such as strategy for teaching at-risk students and administrative discipline procedure for students at-risk need further research.
CHAPTER III
THEORETICAL FRAMEWORK

The research on dropout and school-related factors for at-risk students provides the framework upon which this study rests. Hodgkinson (1990) defines "'at-risk students' as low-achievers that are on the rise in the nation's schools." In today's classrooms, motivational inequality prevails. Some students persist and work on their own, while others work because they are required to and do not believe their actions are related to success (Nicholls 1979). The motivation theory of attribution has helped us to understand students who have a pattern of failure (Weiner 1979). The reasons one assigns for achieving success or failure are called attributions (Weiner 1979). Students' attributions affect their future expectations and actions. According to Weiner (1979), the following four attributions are used most frequently:

1. Not having the ability ("I'm just not a writer")
2. Not expending enough effort ("I could do it if I really tried")
3. Task difficulty ("The test was too hard")
4. Luck ("I guessed right")

These attributions have rendered students helpless. The "helpless" students actually expend less effort after failure and they believe they can do nothing to prevent failure or assure success (Dweck and Goetz 1978).
For example, a student may not attribute his success to anything that he did—he attributes it to luck—so he does not expect success again. Or another student attributes her failure to "stupidity," so failure becomes a self-fulfilling prophecy (Dweck and Goetz 1978). Therefore, it is the task of the administrators and teachers to help these students break this failure/low expectation/helpless cycle (Dweck and Goetz 1978).

The issue of dropping out has been reviewed in this study within a political context (i.e., race/ethnicity, sex, personal characteristics and socioeconomic factors). Edmond (1979) believed that the attainment of basic skills by all students is more a "political" than "social science" issue. It can be postulated that: by providing an equitable educational system which addresses political issues (school-related issues) there will be a high percentage of students mastering the basic skills and there will be a low percentage of students leaving school before graduation (dropping out).

**Variables of the Study**

**Independent Variables**

Administrative discipline procedure and teacher/student relationship were defined as those characteristics associated with "A Dropout Prevention Collaborative Instrument" (Jonas 1987). Those characteristics, developed in part by Jonas (1987), comprise two independent variables for this study and were examined discretely in terms of their relationship to the dropout rate. The items which measure the independent variables in "A Dropout Prevention Collaborative Instrument" are as follows:
Administrative Discipline Procedure - effective communication of the mission of administration to have student acceptance of administrative discipline procedure. The items associated with administrative discipline procedure in "A Dropout Prevention Collaborative Instrument" are 11 and 12.

Teacher/Student Relationship - students' feeling comfortable with the teacher and the extent to which the teachers were available to the students. The items associated with teacher/student relationship are 8 and 9.

Student Achievement - academic performance in the year previous before dropping out. Student achievement was measured by their own performance on the Georgia Basic Skills Test from the school records.

Student Attendance - number of times the student was present the year before dropping out. Student attendance was determined from the school's record of attendance.

Student Conduct - behavior of a student in terms of discipline referrals, detention and suspension. Data was determined from school discipline records.

Dependent Variable

The Decision to Drop Out - as evidenced by statements regarding dropping out of school.

Proposed Relationship Between Variables

The relationship between the dependent variable and independent variables is depicted in the model shown in Figure 1. The five variables that influence the decision to drop out are posited to have
Fig. 1. Model of the theoretical framework for the relationship between administrative discipline procedure, teacher/student relationship, achievement, attendance, conduct and the decision to drop out in the Stephens County High School.
Ekstrom (1987) examined educational achievement and other school-related behaviors. They reported that the gap between students who stay in school and those who drop out was greater in the area of student grades—as measured by reported school grades—than it is in tested achievement. The typical sophomore who remained in school reported a grade average of "B" while dropouts reported grades of mostly "C". Student achievement is a factor which influences the decision to drop out.

Lim (1989) reported the relationship between teacher behavior and student characteristics related to sociometric status in the classroom. As a result of this investigation, it was found that teacher behavior toward students affected students' social-cognitive skills and self-esteem. The relationship between teacher and student is important because low self-esteem and poor social-cognitive skills will influence the decision to drop out.

In a study concerning the consequences of tougher standards on dropouts. McDill (1987) reported that those students who presented higher standards did, in general, devote more effort to school tasks. By rating classes as high demand, medium demand, and low demand, it was reported that the higher the demand level in the classroom, the more likely students were to report paying attention in class and spending time on homework. In the low demand classes the incidence of class-cutting behavior was greater than at the two higher levels. McDill
(1987) concluded that although the teacher in the low demand class may have thought that academic pressure makes the class more pleasant and reduces cutting, in reality there was little activity going on in the low demand classroom to merit attendance. Standards for performance that are higher than those observed in the low demand classes appeared to both encourage student effort and discourage student absenteeism, a precursor to dropping out (McDill 1987). Poor grades, low self-esteem and poor attendance are factors that influence the decision to drop out.

**Research Questions**

The research questions for the study were:

1. Is there a relationship between administrative discipline procedure and a decision to drop out?
2. Is there a relationship between teacher/student relationship and the decision to drop out?
3. Is there a relationship between student achievement and the decision to drop out?
4. Is there a relationship between student attendance and the decision to drop out?
5. Is there a relationship between student conduct and the decision to drop out?

**Theoretical Focus**

This study was designed to determine if administrative discipline procedure, and teacher/student relationship will impact student achievement, attendance, conduct and the decision to drop out. Those variables are mapped out in diagram form in Figure 1.
Summary

In this chapter the variables and theoretical focus were defined.
CHAPTER IV
RESEARCH METHODS

Design of the Study

This was a qualitative study based on data collected through interviews with dropouts. Research questions were used to analyze the issue of the decision to drop out.

Population and Sample

The population utilized was the dropout cohort high school students enrolled in the Stephens County High School from 1986 to 1989. The sample consisted of all dropouts who applied to enter the Job Training Partnership Act. They were selected because of ease of access to the group.

Instrumentation

School-Related Factors Variables

The school-related factors variables were measured by "A Dropout Prevention Collaborative Instrument" (see Appendix). The instrument was developed by Dr. Edward D. Jonas of the Atlanta Public Schools. This instrument grew out of the need to develop a method of measuring school effectiveness following a review of the research on characteristics of schools associated with high student dropout rates.

Validation at the High School Level

The validation process for "A Dropout Prevention Collaborative Instrument" (Jonas 1987) focused on secondary schools. The first step in validating "A Dropout Prevention Collaborative Instrument" was to
review the literature on effective schools and the nature of previously developed questionnaires and other methods of assessing school-related factors. After a review of the research and other instruments, a test for construct validity of the instrument was conducted.

**Construct Validity**

Validating "A Dropout Prevention Collaborative Instrument" at the secondary level was an item-to-total test for construct validity. Construct validity measures the degree to which scores on a scale have a pattern of correlations with other scores or attributes that would be predicted by well-established theory (Slavin 1984). Construct validity is high when we can demonstrate that a scale not only correlates with other measures with which it is supposed to correlate, but also fails to correlate with measures of concepts from which it is supposed to be different (Slavin 1984). To obtain construct validity for this instrument at the secondary level, 300 students from the Atlanta Public School System were administered the instrument. Items from Jonas' (1987) instrument, "A Dropout Prevention Collaborative Instrument," were combined with other interview items to construct an interview protocol for this study. Table 1 shows the relationship between interview variables. All items used in the interview were included in the administration of the interviews.

The items from "A Dropout Prevention Collaborative (DPC) Instrument" that measured the independent variables are shown in Table 1. The subjects for this study were cohort 1986-89 Stephens County High School dropouts applying for the Job Training Partnership Act (JTPA) work program.
Table 1.—Data Collection Sources for Independent Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>JTPA Dropouts Interviewed</th>
<th>Interview Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Discipline Procedure</td>
<td>50</td>
<td>DPC #11, #12</td>
</tr>
<tr>
<td>Teacher/Student Relationship</td>
<td>50</td>
<td>DPC #8, #9</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>50</td>
<td>Georgia Basic Skills Test School Records</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>50</td>
<td>School Record One Year Before Dropout</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>50</td>
<td>School Record One Year Before Dropout</td>
</tr>
</tbody>
</table>

n = 5 Interviews - 50

The other items on the interview protocol relating to the variables are the following:

Student Achievement item - Dropouts' Basic Skills Test score on record at the school.

Student Attendance item - Dropouts' attendance a year before dropout using school record.

Student Conduct item - Dropouts' conduct record a year before dropout using school record.

Data Collection and Procedures

Procedures for conducting this study were:
1. The superintendent and principal were sent a letter explaining the study.

2. A follow-up phone call was made to confirm permission from the superintendent and a conversation with the principal.

3. High school dropout rate data for the past four years were obtained from the Stephens County Schools' central office and Stephens County High School.

**Data Analysis Procedures**

Data analysis procedure consisted of examining the responses of fifty interviewees and their school records. The data collection was guided by the research questions.
CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

This study was designed to examine the decision to drop out. Fifty interviewees and their school records were examined. The study was based on research questions which will not be analyzed from data collected.

Demographics of the Sample Population

The interviews were administered to Stephens County High School 1986-89 cohort dropouts who participated in the Job Training Partnership Act work program. The total number of dropouts participating was 50. Further analysis of the sample population revealed that 70% or 35 dropouts were black and 15 or 30% dropouts were white. The black male interview population was 28 or 56%, while 7 or 14% black females were interviewed. The white male population interviewed was 8% or 4 and white females interviewed were 11 or 22%.

The interviewees ranged in age from 21 to 23. The years of education completed by dropouts were: 9th grade - 20 or 40% of the sample; 10th grade - 25 or 50% of the sample; 11th grade - 3 or 6% of the sample; and 12th grade - 1 or 2% of the sample. Dropouts that were married numbered 37. Table 2 provides specific information concerning the sample population.
Table 2.—Demographics of the Sample Population

<table>
<thead>
<tr>
<th>DEMOGRAPHICS</th>
<th>NUMBER</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>64%</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>White</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>22</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>23</td>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>Educational Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>10th</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>11th</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>12th</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Married</td>
<td>37</td>
<td>74%</td>
</tr>
<tr>
<td>Black males</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>White males</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Black females</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>White females</td>
<td>12</td>
<td>24%</td>
</tr>
</tbody>
</table>

N = 50
Descriptive Data

Administrative Discipline Procedure

The sample of dropouts was administered interview questions to examine the relationship between administrative discipline procedure and the decision to drop out. Eleven black and nine white interviewees tended to attribute their decision to drop out to the administration. Black dropouts felt that the administration was not fair in discipline decision making and white dropouts felt that the administration did not match the punishment properly with the offense. For example, 11 of the black dropouts interviewed felt that the administration issued blacks different punishment for the same offense from whites. On the other hand, 9 of the white interviewees felt that the administration placed strong punishment on minor offenses which appeared "to treat adults like kids."

School records assessed the previous year before dropping out indicate that the above 20 dropout interviewees totaled 220 discipline referrals ranging from disruptive classroom behavior, excessive tardiness and smoking in the parking lot without permission. Interesting enough was the fact that all classroom behavior referrals were from academic classes and not vocational. Behavior specialist Zeigler (1977) seems to feel that cognitive dissonance or psychological conflict resulting from congruous beliefs and attitudes held simultaneously is a common characteristic between ages 15 and 18; therefore, it is not clear if the administrative discipline procedure is altogether wrong
or if it is that cognitive dissonance behavior modification is taking place.

**Teacher/Student Relationship**

Using data from the 50 dropout interviewees investigating teacher/student relationship and the decision to drop out, the outcome reveals that dropouts feel that teachers did not demonstrate humanitarianism. White and black females having children while attending school felt the conflict of being an adult "off-campus" but being treated as a child "on-campus." Black males felt that white female teachers did not have high expectations for black males and were quick to send them to the office. Overall, white males got along with white female teachers; however, they resisted the authoritarian white male teachers.

Interestingly, school records indicate that 4 of the white male dropouts cut male teachers' classes more than female teachers, while 13 or 26% of black male dropouts cut female teachers' classes more than male teachers. Of the black females numbering 7, class cutting was not distinguished between the sex of the teacher. However, records demonstrate that black females cut female teachers' classes more than male teachers. All 11 white female interviewees cut female teachers' classes more than male teachers' classes. The majority said that their relationship with female teachers influenced their decision to drop out, but the minority felt that male teachers' use of authority was a strong indicator of poor teacher/student relationship.
Student Achievement

Of the black females interviewed, 4 or 8% of the total sample stated that pregnancy, not poor achievement, was the reason they quit school. Three black females or 6% stated that they could have passed the course work but family problems, poor attendance and the fact that they simply did not like school caused them to drop out. School records show that all 7 of the black females passed the Georgia Basic Skills Test. Six or 12% of the total sample passed the Basic Skills Test and 1 or 2% of the total sample passed on the second time.

Two or 4% of the white females stated that they had a reading problem and were embarrassed, 4 or 8% of the total sample felt that attendance was the problem and 2 or 4% of the total sample decided to leave school because of pregnancy. Basic Skills Test records revealed that 3 or 6% passed the first time, 6 or 12% passed the second time taken and 2 or 4% left school without passing the Basic Skills Test.

Examination of Basic Skills Test results of black males showed that 4 passed on the first time, 9 passed on the second time, and 15 left school without passing the Basic Skills Test. Of the 15 that dropped out without passing the Basic Skills Test, 8 or 16% were second time takers and 7 or 14% were third time takers. In the interviews black males gave lack of interest in school, teachers not caring, and attendance as their reasons for leaving, not achievement. Of the white males interviewed,
none passed the Basic Skills Test. One white male was a third
time taker and three were second time takers. White males felt
that the school was not like the outside world and they lost
interest. Table 3 provides a description of the Basic Skills
Test results.

It cannot be determined if test results influenced the
decision to drop out because 29 or 58% passed and 21 or 42% failed.

Table 3.—Georgia Basic Skills Test Results

<table>
<thead>
<tr>
<th>Test Takers</th>
<th>Times Taken</th>
<th>Passed</th>
<th>Failed</th>
<th>Percent Passed</th>
<th>Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black males</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>0%</td>
<td>14%</td>
</tr>
<tr>
<td>Black females</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>White males</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>White females</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>12%</td>
<td>0%</td>
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<td></td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>21</td>
<td>58%</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>
Student Attendance

The majority of interviewees agreed that attendance is a major influence in the decision to drop out because once they missed the number of days for course credit, the will to continue was lost. According to school records, black dropouts missed 165 days and white dropouts missed a total of 135 days.

Student Conduct

The majority said that student conduct played no part in the decision to drop out. School records of the previous year before dropping out tend to support the interviewees' claim. Of the 50 interviewed, only 220 discipline referrals were on record. However, black males received a total of 76 referrals, black female referrals numbered 45, white male referrals numbered 68 and white female referrals numbered 53. Although black dropouts received 121 discipline referrals and white dropouts received 99, it seems there is no relationship between student conduct and the decision to drop out.

Additional Interview Data

Dropouts were further interviewed to see if there were further factors influencing the decision to drop out. The "cost burden" of rearing a child and returning to school seemed to be a factor.

Summary of Findings

Descriptive data of the interviews were presented. The interviews were conducted with 50 dropouts of Stephens County
High School during 1986-89 who attended the Job Training Partnership Act work program introduction. The interview protocol consisted of the following variables: administrative discipline procedure, teacher/student relationship, student achievement, attendance, conduct and the decision to drop out.

There was a relationship between administrative discipline procedure and the decision to drop out. Cognitive dissonance appeared to rebel against school authority and the majority felt that the administration hands out unfair punishment and strong punishment that does not meet the offense.

The majority felt female teacher behavior caused the teacher/student relationship to be a factor in the decision to drop out; however, the minority said that male teachers' authority is a strong indicator of poor teacher/student relationship.

It is difficult to determine if student achievement is a decision to drop out because of the 50 interviewees who took the Basic Skills Test, 58% passed and 42% failed. Attendance showed that the majority agreed that the loss of course credit provides little reason to go to school. The majority said that student conduct does not play a role in the decision to drop out.
CHAPTER VI
RECOMMENDATIONS

The findings of this study indicate that in order to decrease the decision to drop out of Stephens County High School administrators and teachers should: (1) increase teachers' favorable perceptions of teacher expectations and the emphasis on achievement and (2) provide an environment in which all students' learning behavior can be modified. The following strategies may be helpful.

First, implement a School Human Relations Program. The first step would be to provide staff developmental activities that focus on increasing teachers' expectations of students. Make teachers aware of the impact of expectations on student performance. The second step would be to provide in-service activities that focus on pedagogical concerns such as (a) the developmental stages of teaching "at-risk" students; (b) teaching a directed skill multicultural lesson; (c) learning/skill styles of "at-risk" students; and (d) strategies for working with "at-risk" students.

Next, investigate the effectiveness of the grouping practices within the high school. Determine if students within each instructional program (academic, regular, or vocational) are grouped in individual classes for maximum effectiveness.
Third, develop a networking system in which teachers with high "at-risk" students share with teachers with low "at-risk" students on how to establish a more positive environment and retain potential dropouts in school.

Fourth, develop a mentoring program within the school. Identify teachers with successful teaching experiences and good interpersonal skills to work with new teachers, teachers identified as experiencing "burn-out" and teachers working with high "at-risk" students and potential dropouts. Provide appropriate time for the mentoring to occur and rewards for the efforts of everyone participating in the process.

Fifth, develop a tutorial program in which "at-risk" students are the focus. The program could be a component of the regular school day or after school. The program may include: (a) students as peer tutors; (b) teachers, parents and community volunteers as tutors; (c) tutoring as a focus of the in-school suspension program; and (d) providing staff development activities for all those involved as tutors.

Sixth, investigate administrative discipline procedures. Those findings may point to ways to establish better relationships with all students.

Recommendations for Further Investigation

This descriptive study revealed that further investigation would provide additional insight into the dropout problem in Stephens County High School. Recommendations are:
1. An investigation of the relationship between administrative discipline procedure and the "at-risk" students at Stephens County High School.

2. An investigation of the administrative discipline procedure of the feeder schools in which dropouts attended.

3. The implementation of a study in which administrators' and other school staff's perceptions of the "at-risk" students would be compared.
APPENDIX
ATLANTA DROPOUT PREVENTION
COLLABORATIVE

Interview Protocol

Department of Research and Evaluation
Atlanta Public Schools

March 1987
Student Data

Name

APS Entry Date or Grade

APS Schools Attended

Name of System Prior to APS (if applicable)

1. Why did you drop out of school?

Notes
2. Was there anything that you can think of that might have caused you to stay in school?

________________________________________________________________________

________________________________________________________________________

3. a. When did you first begin to think about dropping out of school?

________________________________________________________________________

________________________________________________________________________

d. Did you talk with anyone about it?

_____ Yes (Who?) _______________________________________________________

_____ No

c. Were you out of school for any long periods of time before you dropped out?

________________________________________________________________________

________________________________________________________________________

d. What was the "last straw" that made you finally quit?

________________________________________________________________________

________________________________________________________________________

Notes

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. a. What grade were you in when you stopped attending school? _____
   b. How old were you then? ___________

5. a. What did you think about the courses you took in school?

       ___________________________________________________________
       ___________________________________________________________
       ___________________________________________________________

   b. What was your favorite class?

       ___________________________________________________________

   c. What class did you like least?

       ___________________________________________________________

6. Would you say that the grades you received were fair?

       ___________________________________________________________
       ___________________________________________________________
       ___________________________________________________________

Notes

       ___________________________________________________________
       ___________________________________________________________
       ___________________________________________________________
       ___________________________________________________________
7. While you were in school, you probably took a number of standardized tests—the California Achievement Tests (CAT), Basic Skills Test (BST), Georgia Criterion-Referenced Tests (GCRT), etc. Do you think that you were adequately prepared for these tests? ______ Yes ______ No

Comments: ____________________________________________

_____________________________________________________

_____________________________________________________

8. How would you describe the staff at the last school you attended?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Did his/her job well?</th>
<th>Fair?</th>
<th>Available when needed by you?</th>
<th>Cared about you?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

-Notes

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________
9. a. Was there someone on the school staff that you felt particularly close to?

__________________________________________
__________________________________________
__________________________________________

b. What are some things you remember about that relationship?

__________________________________________
__________________________________________
__________________________________________

10. a. In which school-sponsored activities did you participate as a student? (Check all that apply.)

____ sports
____ band, chorus, orchestra
____ debate team
____ vocational club(s)
____ school clubs (specify) ___________________________,
__________________________________________
__________________________________________
____ other (specify) ___________________________, ___________________________,
__________________________________________

____ none

b. Were you a part of any groups or clubs which were not school-sponsored?

____ Yes ____ No Describe them.

__________________________________________
__________________________________________
__________________________________________

Notes

__________________________________________
__________________________________________
11. a. As you look back to your days in school, how well do you think your school handled behavior problems?

b. Do you think your school was
   ___ too strict?
   ___ strict enough?
   ___ not strict enough?

c. Did each person committing the same offense receive the same punishment?

12. Did you experience any prejudice against you while in school?

Notes
13. Think back over your last year of school. How often would you say that you

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Seldom</th>
<th>Never</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Were absent?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>b. Were tardy?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>c. Were sent to office?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>d. Were suspended?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>e. Cut classes?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Which class(es)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Misbehaved?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>In which class(es)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________
14. a. You think that teachers found it easy to work with you? Tell me a little about yourself in those days.

b. If you could give advice to your high school teachers on helping a student like you, what would you say?
15. a. Family Members (write names, then check where applicable)

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still in school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropped out?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended high school, but did not graduate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated from high school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend or used to attend trade/technical school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed technical school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend or used to attend college?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduated from college?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. How many of your brothers and sisters are
   older than you? _______
   younger than you? _______

Notes

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
16. a. At the time you left school, did you have any close friends?
   ____ Yes ____ No
   If yes,
   b. Think of your closest friend. Did he/she
      Stay in school after your dropped out? ______
      Drop out before you? ______
      Drop out after you? ______
      Graduate from high school? ______
      Go to technical school? ______
      Get a job? ______
      Go to college? ______
   c. Is that person still your closest friend? ____Yes ____ No

17. Did you have a boyfriend/girlfriend at the time that you dropped out of school?
   ____ Yes ____ No
   If yes,
   a. Did he/she encourage you to remain in school? ____Yes ____No
   b. Did he/she remain in school? ____Yes ____No
   c. Is he/she still your boyfriend/girlfriend? ____Yes ____No

Notes

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
18. At the time you left school, did you belong to a church?
   _____ Yes  _____ No  (Name of church ________________________)
   
   If yes,
   a. Did you go to church regularly?  _____ Yes  _____ No
   b. Did you discuss your problems and plans with anyone at your church?
      _____ Yes  _____ No

19. Do you belong to a church now?  _____ Yes  _____ No
   
   (Name of church ________________________)
   
   If yes,
   a. Do you go to church regularly?  _____ Yes  _____ No

20. Are you married?  _____ Yes  _____ No
   
   If yes,
   a. Were you married while in high school?  _____ Yes  _____ No
   b. How long after leaving high school did you get married?
      _____ within 3 months
      _____ 4 - 6 months
      _____ 7 - 9 months
      _____ 10 months or more

Notes

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________________________________________________________________________
21. Do you have any children? _____ Yes _____ No

If yes,

a. How many? ____

b. Did you become a parent while still in school? _____ Yes _____ No

c. Did you become a parent within a year after leaving school? _____ Yes _____ No

d. Do your children live with you? _____ Yes _____ No

e. Do you support your children? _____ Yes _____ No

f. Did your child(ren)'s mother/father drop out of school also? _____ Yes _____ No

Stay in school? _____ Yes _____ No

Graduate from high school? _____ Yes _____ No

Support the child(ren)? _____ Yes _____ No

22. Did you have any "run-ins" with the law

a. before you left school? _____ Yes _____ No

(Describe ____________________________________________

___________________________________________________________________________)

b. after you left school? _____ Yes _____ No

(Describe______________________________________________________________

___________________________________________________________________________)

Notes

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
23. a. Do you drink alcohol? _____ Yes _____ No
   b. How often? __________________________

24. a. Have you ever used drugs? _____ Yes _____ No
   b. Which one(s) and how often?
      Marijuana/Hashish _____ __________________________
      Cocaine/Crack ______ _____________________________
      Heroine ______ _____________________________
      Pills _____ _____________________________

25. a. With whom were you living at the time you left school?
     __________________________
   b. Describe your home at that time.
     __________________________
     __________________________
     __________________________
     (Number of rooms _____ Number of occupants _____)
     Where did you study? __________________________
   c. Tell a little about your home life at that time.
     __________________________
     __________________________
     __________________________
   d. How much time did you spend at home after school?
     _____ Very little (Where did you go? ________________
     _____ Some ______________________________________
     _____ A lot ______________________________________

Notes

__________________________
__________________________
26. a. With whom are you living now?

_____________________________________________________________________

_____________________________________________________________________

b. Describe your home now.

_____________________________________________________________________

_____________________________________________________________________

(Number of rooms _____ Number of occupants _____)

27. a. Were you employed while you were in school? _____ Yes _____ No

b. Are you employed at this time?

_____ Yes (Full time _____ Part time _____)

_____ No

c. What do you do?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

d. How much do you make per month?

_____ less than $100  _____ $101 - $400

_____ $401 - $600  _____ $601 - $800

_____ $801 - $1,000  _____ Over $1,000

Notes

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_____________________________________________________________________
28. Did you have any health problems before you left school which might have affected your performance at school?
   _____ Yes _____ No
   If yes, describe. ______________________________________________________

29. Do you have any health problems now?
   _____ Yes _____ No
   If yes, describe. ______________________________________________________

30. Did any of your family members have health problems before you left school which affected your school experience?
   _____ Yes _____ No
   If yes, describe. ______________________________________________________

31. Do any of your family members currently have health problems?
   _____ Yes _____ No
   If yes, describe. ______________________________________________________

Notes

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
32. Have you enrolled in any academic or training programs since you left school?

   _____ Yes  _____ No

   If yes, which one(s)? _______________________________________
   _______________________________________
   _______________________________________

   If no, why not? _______________________________________
   _______________________________________
   _______________________________________

33. a. Do you plan to enroll in a GED or training program?

   _____ Yes  _____ No

   (When? _______________________________________

   b. What assistance do you need in order to follow through with this plan?

      _______________________________________
      _______________________________________
      _______________________________________

34. Have you talked with anyone about your plans for the future?

   _____ Yes  _____ No

   Who? _______________________________________
   _______________________________________
   _______________________________________

Notes

_____________________________________
_____________________________________
_____________________________________
35. a. What do you think your life will be like one year from now?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

b. Ten years from now?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

37. Based on what you have learned about life since you left school, do you think you made the right decision?

_____ Yes _____ No

Explain: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Notes

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
38. Is there anything else that you would like to share?
BIBLIOGRAPHY


Zeigler, Mike. 1977. Pragmatism. Detroit: Pruitt & Lane, Inc.