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The Effectiveness Of Contacting Nonattending Adult Students As Measured By Return Attendance, Dropouts And Reenrollment

Ralph Leland Moody

University of the Pacific

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THE EFFECTIVENESS OF CONTACTING NONATTENDING ADULT
STUDENTS AS MEASURED BY RETURN ATTENDANCE,
DROPOUTS AND REENROLLMENT

A Dissertation Presented to the Faculty of the
Graduate School University of the Pacific

In Partial Fulfillment of the Require-
ments for the Degree

Doctor of Education

By
Ralph Leland Moody

July 1976
THE EFFECTIVENESS OF CONTACTING NONATTENDING ADULT STUDENTS AS MEASURED BY RETURN ATTENDANCE, DROPOUTS AND REENROLLMENT, 1975-1976

Abstract of Dissertation

PROBLEM: To determine the relative effectiveness of four methods of contacting nonattending adult students with an invitation message to return to class. The four methods used to contact students were (1) personally, (2) by telephone, (3) by letter, (4) no contact (control).

PURPOSE: The major purpose of this study was to analyze (1) the proportion of classes students attended after being absent and then being contacted by a volunteer, (2) the dropout rate of students after being contacted by a volunteer, and (3) the reenrollment rate of students after being contacted by a volunteer.

METHODOLOGY: The sample for this study was 53 men and 149 women within and outside of Sacramento County. These 202 adult students were randomly assigned to one of four contact methods, i.e., personal, telephone, letter, or no contact. Volunteer high school students were the contactors.

A 2 x 3 x 4 way analysis of variance investigated the main effects and interactions. The Scheffe multiple comparisons procedure and the Biomedical Computer Program BMDOSV and the CODEBOOK, CROSSTABS and PEARSON CORRELATIONAL Statistical Program from the Statistical Package for the Social Sciences (SPSS) provided the following analysis: (1) comparison procedures for involving three or more groups, (2) to accommodate unequal cell sizes, and (3) descriptive statistics and correlational analysis.

FINDINGS AND CONCLUSIONS: There was a significant F-ratio in the four methods of contacting students and the classroom return attendance rate. The control group students had a significantly higher return rate than the other three contact groups.

Students returned during the first three-week period in significantly higher proportions than during the second three-week period. Students dropped out less after being contacted during Triweek 1 than during Triweek 2.

Men returned to class in significantly higher proportions than women after being contacted.

Women dropped out of adult school in higher proportions than men.

The highest return attendance rate of students was at 9:00 a.m. and the lowest return attendance rate was at 9:00 a.m. and 8:00 p.m.

The highest dropout rates occurred at 8:00 a.m. and 8:00 p.m. and the lowest dropout rate was noted at 9:00 a.m.

Significant interactions were noted between the:
- Methods of contacting students and student major.
- Student major and nonattendance periods and classroom return attendance.
- Methods of contact and student major and triweek periods and return attendance.
- Methods of contact and student major and dropouts.
- Methods of contact and student major and triweek periods and dropout.
- Methods of contact and student major and the reenrollment rate.

RECOMMENDATIONS FOR FURTHER INVESTIGATION:

1. It is recommended that paid, full-time professional staff members be an integral part of the link between the school and the community.

2. It is recommended that only adults, and possibly those who have been through an adult school setting, be part of the outreach team. This team should be composed of professional counselors, psychologists, teachers, administrators and students who would work closely with the building principal.

3. It is recommended that each of the four methods used to contact students in this study be thoroughly researched so that the greatest utilization of available resources be used.

4. It is recommended that adult schools, perhaps in consortium, become committed to adult dropout problems and devise a followup system on all students.
ACKNOWLEDGEMENTS

The author would like to express his gratitude and appreciation to the members of the committee for their patience, time and understanding. To Drs. J. Marc Jantzen and William Bacon, I am extremely grateful for having confidence in me at a very low ebb in my life. To Drs. Ruth Faurot and Joseph Laurin, I am deeply indebted for your various abilities to understand, appreciate and encourage me every step of the way in this endeavor. To Dr. Robert Hopkins, a very special note of thanks for all the hours in your office, home and various restaurants where you guided, directed and encouraged this study. Finally, to my wife Roberta, who has never once asked me to quit, nor wavered in her decision to see this project finished, and to our daughter Dawn who in her five years with us has always had a father in school, I can only say to you all, thank you very, very much.
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Chapter I

STATEMENT OF THE PROBLEM AND LIMITATIONS

INTRODUCTION

John Dewey's definition of education has been interpreted as being a cyclical process which begins with action that proceeds to experience which results in knowledge, then returns to action. 1 Dewey said,

Education has all the time an immediate end, and so far as activity is educative, it reaches that end—the direct transformation of the quality of experience. Infancy, youth, adult life—all stand on the same educative level in the sense that what is really learned at any and every stage of experience constitutes the values of that experience; and in the sense that it is the chief business of life at every point to make living thus contribute to an enrichment of its own perceptible meaning.2

Frederick Eby says,

From Dewey's point of view, the aim of education is found within the process itself, and not as an ulterior goal to be reached; or rather one may say that the aim is always the particular goal or end that is immediately before the attention and that elicits thought and activity.


Education proceeds by constantly remaking experience, and it is this reconstruction which constitutes its value and accomplishes its aim.³

Dewey says, "The educational equivalents mean that the educational process has no end beyond itself; it is its own end; and the educational process is one of continual reorganization, reconstruction and transformation."⁴ Since life means growth, a living creature lives as truly and positively at one stage as at another, with the same intrinsic fullness and the same absolute claims. Hence, education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age.⁵ The process of education is a continuous process of growth, having as its aim at every stage an added capacity of growth.⁶

Dewey saw the process of education "starting at infancy and continuing through adult life, and it elicits thought and activity; it equates life with growth; it is a continual process of adjustment, and it is both an


⁴Dewey, op. cit., p. 59.

⁵Dewey, op. cit., p. 61.

individual and social equivalent."\(^7\)

By Dewey's definition then, education can be thought of as a life-long condition, from birth to death, that becomes a "process of living and not a preparation for future living."\(^8\) Since Dewey conceived of the process of education as life-long, wherever he uses the term "child", one could substitute the term "adult".

In his quest to define education, Dewey recognized two fundamental factors in the educational process: one was what he called the Psychological, and the other he called the Social Factor.\(^9\) In the Psychological factor, Dewey said:

> Education must begin with a psychological insight into the child's-adult's-capacities, interests and habits. These powers, interests and habits must be continually interpreted—we must know what they mean. They must be translated into terms of their social equivalents—into terms of what they are capable of in the way of social service.\(^10\)


\(^9\) Eby, op. cit., p. 619.

Eby, in discussing Dewey's social theory, says:

Society is an organic union of individuals. The organic life, activities and purposes of society reproduce themselves in individuals. This reproduction takes place as the child comes to understand, appreciate and appropriate as his own, the purposes, ideas and attitudes of the society about him. Mind as a concrete thing is precisely the power to understand things in terms of the use made of them; a socialized mind is the power to understand them in terms of the use to which they are turned in joint or shared situations. And mind in this sense is the method of social control.\(^\text{11}\)

The definition of education, in which learning is a continuous process through revision and reorganization of experience, through growth, through constant adjustment, through living and individual and social factors, is the rationale for bringing adults in the world's societies current in specific life pursuits, hence the term, Adult Education.

The school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race and to use his own powers for social ends. School, as an institution, should simplify existing social life....\(^\text{12}\)

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\(^{11}\)Eby, op. cit., pp. 620-621.

"The school must represent life, life as real and vital to the child as that which he carries on in the home, in the neighborhood or on the playground."\textsuperscript{13}

Dewey believed that:

Much of present education fails because it neglects the fundamental principle of the school as a form of community life. It conceives the school as a place in which certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed. The value of these is conceived as lying largely in the remote future; the child must do those things for the sake of something else he is to do, and all of these are mere preparations. They do not become a part of the life experience of the child and so are not truly educative.\textsuperscript{14}

Dewey said, "Although all genuine education comes about through experience this does not mean that all experiences are genuinely or equally educative."\textsuperscript{15}

He adds, "Experiences and education cannot be directly equated to each other." Any experience, according to Dewey, "is miseducation that has the effect of arresting or distorting the growth of further experience. An experience may be such as to engender callousness; it may produce lack of sensitivity and of responsiveness."\textsuperscript{16}

\begin{itemize}
\item \textsuperscript{13}Ibid., p. 632.
\item \textsuperscript{14}Ibid., p. 632.
\item \textsuperscript{15}John Dewey, \textit{Experience and Education} (New York: Collier Books, 1963), p. 25.
\item \textsuperscript{16}Ibid., pp. 25-26.
\end{itemize}
Dewey's thesis of education consistently moves in a nonparameter setting called continuity. Living, socializing, learning can generally be called the numerators in the fraction of "self-interest", a continuous process. 17

Dewey's ideas about education are indicative of his definition of process. Participation on the part of the student, in the continuous educational process showed Dewey's true bent to total involvement. Participation means involvement. "Then knowledge is a mode of participation, valuable in the degree in which it is effective. It cannot be the idle view of an unconcerned spectator." 18

Participation, meaning school attendance in this study, is the essence of the study. Continuous attendance is the standard, the desired form that education fosters and strives for. Learning connotes not only formalized, curricular-type processes, but also teaches responsibility and discipline. 19

Responsibility, according to Dewey,

18 Ibid., p. 338.
19 Ibid., pp. 178-179.
...is the disposition to consider in advance the probable consequence of any projected step and deliberately to accept them... Along with responsibility goes 'intellectual thoroughness' which is almost purely physical: the kind that signifies mechanical and exhausting drill upon all the details of the subject. Intellectual thoroughness is seeing a thing through... It depends upon a unity of purpose to which details are subordinated ...and, it is manifested in the firmness with which the full meaning of the purpose is developed..."20

School attendance is a concern to all local, county, state and federal officials. The extent of this problem has been documented in the United States Census Data. A study published in 1970, reported information showing that nearly two million youngsters, or 4.5% of all children in the United States were out of school.21

The phenomenon of school nonattendance is felt at all levels of the educational spectrum and is not a new problem. In 1814, Thomas Pole urged adult teachers to visit students who were absent in order to exhort them to attend regularly.22

20 Ibid., pp. 178-179.


Some years later the National Education Association in 1952 conducted an inquiry into the adult education dropout problem and found that cities over 100,000 population had 35.4% of the enrollees drop out; in cities of 30,000 to 100,000, 22.8% dropped out; and in cities of 2,500 to 30,000, 15.7% dropped out. 23

The problem of nonattendance in school still persists. In 1974, reports of 50% adult student dropout prior to course completion were consistent with what was widely documented in the literature. 24

Former Secretary of Labor, W. Willard Wirtz, had this to say about dropouts, school and society:

There are two armies of youth which have sprung up recently in our society. One is the army of the Peace Corps. The other is the army of the dropout...and these youth are not confined to our slums. They interpenetrate the total class structure and whether we live in suburban Winchester Drive or on slum area Lincoln Street, we can say that the dropout has originated in our homes, in our own neighborhoods, and in our own schools. 25


"...Dropout is in some ways an extension of non-participation: variables associated with one are associated with the other." 26 Roger Boshier views the non-attendance problem in terms of a participation-dropout relationship where there is an interaction of internal psychological and external environmental variables. 27 He says in the growth-motivated person, gratification increases motivation. Instead of wanting less and less, the person wants more education. 28

By contrast, Boshier says deficiency-motivated people are more afraid of the environment, "since there is always the possibility it may fail or disappoint, and this kind of anxious dependence breeds hostility...." 29 Dewey seems to be speaking to participation and dropouts when he said,

The only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original

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27 Ibid., p. 256.

28 Ibid., p. 256.

29 Ibid., p. 257.
narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs.... When it is found that man in his conscious struggles, in his doubts, temptations and defeats, in his aspirations and successes, is moved on and buoyed up by the forces which have developed nature; it is in this moral struggle that he acts not as a mere individual but as an organ in maintaining and carrying forward the universal process.30

E. V. Pullias, in his book, A Search for Understanding, said it this way: "Man is engaged in a prolonged and urgent search for an education that will realize his potential."31

The opening of (evening) adult schools in the fall characteristically brings hordes of eager students...who, by the third class meeting have an altogether different identity than they did at the beginning. But almost from the beginning, nonattendance patterns begin to appear and persist, until at the end of the year, only a half, a third or some other disappointing fraction of the original student body remains in attendance.32

One of the most stubborn and baffling problems in these programs is that of maintaining attendance.33


"...Students not finding what they want leave, resulting in poor school-community relations, waste of public money and facilities, and frequently in decline of services to and morale of the survivors." 34

The needs of adults are somewhat different from those of their younger counterparts. They have loosely defined goals but they need to discuss them with someone who can help them arrive at a greater self-understanding. 35 The typical adult is not able to explore educational and occupational areas in a foot-loose manner. Their goals need to be immediate, defined and realistic in terms of attainability. 36

The odds favor the hypothesis that attrition is a disease. 37 Some prominently visible and verifiable symptoms of the nonattendance illness are students affected by recession or boom in a locality, urgent

34 Ibid., p. 281.
36 Ibid., p. 28.
business or opportunities elsewhere, an elopement, illness, family conditions or what was learned in class.\textsuperscript{38}

Some prominently not-so-visible and not-so-verifiable symptoms of the nonattendance illness includes students who may possess anomalies in lower intelligence rankings, nonacceptance of social class standing and preparation, certain age impairments, emotional adjustments and low reading ability as well as previous failures in a number of areas.\textsuperscript{39}

In addition to individual student characteristics endemic to nonattendance there are visible and verifiable institutional reasons that contribute too. In one instance the greatest dropout rate was in business education classes, while the lowest dropout rate was in arts, crafts and hobby courses.\textsuperscript{40}

Procedurally, the greatest enrollments and highest dropout rates were in fall term courses...while a

\textsuperscript{38}Ralph B. Spence and Louise H. Evans, "Dropouts in Adult Education," \textit{Adult Education}, 6, No. 4 (Summer 1956), p. 221.

\textsuperscript{39}Ewgleben, op. cit., p. 17.

\textsuperscript{40}Ibid., p. 17.
positive correlation was recorded between a higher dropout rate and an increase in the number of class sessions in a semester. 41

Arthur Combs says "Out educational system has created 'fallouts' because the school environment, with its adult authority figures, has formed and molded a self-concept of inadequacy on the part of students." 42 He continues by saying that the curriculum is also one fault of the school environment that helps to affect the "pushouts" feelings of inadequacy. 43 Brian Flanagan says, "Student success is too likely to be determined by how well he fits into the curriculum when it should be how well the curriculum fits him." 44

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the relative effectiveness of four methods of contacting nonattending adult students with an invitation message to return to class. The four methods used to contact

41 Ibid., p. 17.


43 Ibid.

44 Ibid.
students were: (1) personally contacting students; (2) telephone contacting students; (3) contacting students by letter; and (4) control. The study was conducted in the Adult Education Program of the San Juan Unified School District, Carmichael, California, where the investigator examined adult school attendance records to determine if a message from the adult school office was an effective catalytic agent in (1) increasing attendance by reducing attrition, (2) decreasing the dropout rate, or (3) increasing the reenrollment rate for the following semester (term) in adult education classes. The message, designed to be the link between the nonattending adult and the adult school staff, i.e., classroom teacher, guidance counselor and/or administrator(s), was purposely short, positive in its approach, and delivered to students on an individual, personalized basis.

RESEARCH HYPOTHESES

In research designs, it has been necessary to state the null hypothesis, the hypothesis which says, "No relationship or difference is the one actually tested statistically." Theoretically, it is an hypothesis set up for possible rejection and the degree of relationship
or margin of difference is frequently zero." 45

For this study it was decided that a positive approach to the statement of hypothesis would be appropriate due to the expectations and sequencing of objectives. This approach is possible via a research hypothesis which states the expectations of the researcher in positive terms. 46 It identifies the variable(s) or condition(s) which in a causal relationship will be advanced to account for the results and is often derived from a theory. 47

The research hypotheses are as follows:

\[ H_{1A} \] Personal contact is more effective than any other method of contact as measured by:

(a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

\[ H_{1B} \] Telephone contact is more effective than writing a letter or no contact as measured by:

(a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.


46 Ibid., p. 142.

47 Ibid., p. 142.
$H_{1C}$ Writing a letter is more effective than no contact as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

$H_{2A}$ Nonattenders in avocational education major return with greater regularity than nonattenders in vocational education or high school diploma classes as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

$H_{2B}$ Nonattenders in vocational education return with greater regularity than high school diploma as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

$H_{3}$ Nonattenders during the first three weeks of class attend subsequent classes with more regularity than nonattenders in the second three weeks as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

$H_{4}$ Nonattending female students return with greater regularity than nonattending males
males as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) re-enrollment rate.

\( H_5 \) Nonattenders in evening classes attend subsequent classes with more regularity than non-attenders in morning classes as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

This study will attempt to investigate possible cause and effect relationships by exposing groups of adult students to designated treatment conditions and comparing the results of the various groups.\(^{48}\)

It has been reported that often in this type of design a major difficulty arises from the role of plausible rival hypotheses which the design must minimize if the results are to be meaningful. In other words, can the findings be explained for reasons other than those advanced by the research hypothesis?\(^{49}\)

In essence, this experimental design was implemented to minimize rival hypotheses thus enhancing the internal and external validity of the study.\(^{50}\)

\(^{48}\) Ibid., p. 24.
\(^{49}\) Ibid., p. 53.
\(^{50}\) Ibid., p. 53.
ASSUMPTIONS

It is assumed that the contactors contacting students are representative of some larger population. 51

It is assumed that the first absence of a student, regardless of reason(s) for absence, categorizes that person into a high-risk potential dropout. 52

It is assumed that adult students in the San Juan Unified Adult School program are representative of some larger population of adult students. 53

DEFINITION OF TERMS

Adult Education - That learning achieved by adults during their mature years. It is new learning, not merely a continuation of learning. The major purposes of adult education are: First, to make adults in the community aware of individual and community needs; and second, to give such education as will enable them to meet problems that exist now. Adult education stems directly from the people. The curriculum is based on present needs and problems.

51 Ibid., pp. 31-35.
52 Ibid., pp. 34-35.
53 Ibid., pp. 34-35.
Education for the solution of problems in a democratic society includes training in the total range of human learning, from the learning of the simple means of communication, reading and writing, to the actual solution of the most complicated problems of human relations. The philosophy of adult education has grown out of a long historical experience. The basic motive of activities of programs of adult education is the unification of the people, the increase of their efficiency and the solidarity, and the elevation of their social purpose.  

Adult Education is a process by which people of all ages and all interests in the community learn to share their thoughts, their ideals, their aspirations, their joys, and their sorrows, and in large measure to mold and shape their communal destiny for themselves, according to Richard Poston. He continues, it is a process of self-discovery by which the people of a community learn to identify and solve their community problems.  

Nonattenders—Nonpersistent - Those adults who registered for an adult education course(s), attended one session,  


and ceased attendance for one or more class sessions.\textsuperscript{56}

**Counselors-Contactors** - Volunteer men and women who have committed time and travel to contacting identified non-attending adult education students.\textsuperscript{57}

**San Juan Unified Adult Education Program** - That phase of the public education program offered during the day or evening and which any adult is eligible to participate in for self-improvement.\textsuperscript{58}

**Student Major** - That individually selected portion of the student's academic program that is clearly and specifically their interest, motivation and desired objective for attending adult school. The major fields identified for this study were:\textsuperscript{59}

1. High school completion (diploma).
2. Vocational education (Voc. Ed.).
3. Avocational education (diversion, hobby).

\textsuperscript{56}Notes taken during meeting with J. W. Dokken and A. L. Hughes, Adult Education Administrators, San Juan Unified School District, Carmichael, California, on March 21, 1975.

\textsuperscript{57}Ibid.

\textsuperscript{58}Ibid.

\textsuperscript{59}Ibid.
Treatment - The independent variable. In this study it consists of the four methods of contacting non-attending adult students.

LIMITATIONS OF THE STUDY

The students sampled for this study were restricted to the San Juan Unified School District, Carmichael, California.

Personal reasons why students did not attend class were not investigated in this study.

No attempt was made to assess the full extent to which human factors of either the counselor or student affected the results of this study, i.e., sex, personality characteristics, ethnic background, religious beliefs, or socioeconomic status.

The duration of this study was one twelve-week semester, in addition to the registration process for the immediate and subsequent semester. Further longitudinal study was not included.

This study was limited to the following student-declared major fields of study:

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60 Issac, op. cit., p. 146.
1. High school completion (Diploma) courses.
2. Vocational education courses.
3. Avocational education courses.

SUMMARY

John Dewey's definition of education has been interpreted as a cyclical process. Action precedes experience which precedes knowledge, which returns to action again. Dewey says education directly transforms the quality of the experience. Infants, youth and adults gain values from an education, each in their own way.

Education proceeds by constantly remaking experiences and this constitutes its value and accomplishes its aim. Education is dynamic. It is a continual revision or reorganization of experiences that includes growth, regardless of age. Education, from infancy to adulthood elicits activity, equates life with growth and is both individual and social in nature.

By Dewey's definition of education, it has become a life-long process, one that has both psychological (capacities, interests, habits) and social aspects: "society is an organic union of individuals."
Adult Education has become a concerted world-wide movement because of the desire for continuous learning and shows itself in schools, industry and business, fraternal and social organizations, churches, Y's, and in almost every setting where people above the age of self-accountability congregate.

The school is primarily a social institution and should help bring all the inherited resources to the student. The school must represent life; it helps in the learning of habits, the values and all the preparations that a student needs to be truly educated.

Education means participation. Participation means involvement. Participation in this study is defined in terms of student attendance in school. To be attendant means to meet the responsibility and intellectual thoroughness or "seeing a thing through", the essence of successful learning and education.

School attendance at all levels and ages is a growing concern to all communities. Consistent reports indicate that one out of two adults who return to school can be expected to drop out before completion of their class or program. The reasons for this nonattendance pattern appears to be very complex, yet some studies
have shown that observable factors such as transportation, child care and innate abilities do contribute heavily to nonattendance.

Roger Boshier, an adult education researcher, categorizes people as either growth-motivated or deficiency-motivated. Growth-motivated people see gratification as a catalyst to learning and continuing their education. Deficiency-motivated people tend to be fearful of their environment and do not expect success because of the environment.

Another adult education researcher says student attrition is a type of disease.

Some evidence points out that nonattendance is high among students who are low in intelligence, low in social class standing, low in emotional adjustments and low in reading ability.

In this study, the purpose was to identify, by school attendance records, those students who have not been in class attendance. A communique, in the form of an invitation message to return to school was delivered to randomly selected adult nonattenders, by: (1) personal contact, (2) telephone contact, (3) letter, and (4) no contact. The latter category was the control group for
The adult nonattenders were categorized by their declared study major. These are (1) high school diploma, (2) vocational education courses, and (3) avocation education courses.

The final evaluation was determined by observing which students, contacted by which of the four methods, returned to their class, dropped out, or reenrolled in the subsequent semester.

The research hypotheses, assumptions and limitations integrated the variables of the study into operational parameters.

Adult education is defined as learning achieved by adults during their mature years. Adult education has grown out of a long historical experience, and is a process by which all people of all ages and interests in the community learn to share their destiny. Adult education is a process of self-discovery by which the people of a community learn to identify and solve their community problems. It is a life process, recurring over and over again wherever needs and interests surface.
Chapter II

REVIEW OF SELECTED LITERATURE

The purpose of this study was to determine the effectiveness of four methods of contacting nonattending adult students with a message inviting them to return to the San Juan Unified School for Adults. The four methods used were (1) personal contact, (2) telephone contact, (3) letter contact, and (4) no contact. The review of the literature is an attempt to report what has been accomplished in past studies dealing with methods of contacting nonattending high school adult students and the accompanying results of the effectiveness of those studies.

In this research, the investigator surveyed national and international sources\(^1\) in addition to approximately twenty California Adult Education Districts\(^2\) to learn of their experiences in student contact methods and effectiveness.

\(^1\)University of the Pacific Library. Reference Division. 3601 Pacific Avenue, Stockton, California. 1974-75.

This study was experimental in scope, design and anticipated outcomes where methods of contact effectiveness were concerned. The uniqueness of these problems, as evidenced by the investigator's research, produced a prototype which is dissimilar to any discovered.

In fairness to those researched areas relative to this study, yet different in expected outcomes, the scope of this study is in no way to be construed as the final word concerning adult school attendance. This study's primary objective was intended to be the first step in utilizing basic research to help guide this and future investigations toward the goal of more comprehensive answers to the problems of attendance as related to retention and dropout.

This chapter deals with:

1. An historical overview of high school adult education completion and dropout studies;
2. Studies similar to this investigation; and
3. The need for future scientific research which provided the catalyst and direction for this investigation.
In *The Case Against the Adult Dropout*, John Lawson said,

> Adult dropouts should now be as much a matter of national concern as the public school drop-out because these mature minds are stewards of future history or non-history. A readiness to continue learning is the key to manpower development.³

It was reported in the United States in 1968 that more than five and one-half million persons were enrolled in various post-secondary education programs.⁴ The figure that one out of two adults does not continue his/her initial education commitment means that somewhere between two and three million people, roughly a population the size of Philadelphia, or all the citizens of the state of Kansas,⁵ were classified as nonattenders or dropouts.

School dropouts have been around as long as there has been an educational system. The earliest dropout problem was probably recorded in 1814 when Thomas Pole


urged his teachers to visit those adults who were not attending classes.⁶

The literature from 1814 to about 1965 is noticeably barren of investigation reports pertaining to the specific problem of contacting high school adult education dropouts. A summary report by Coolie Verner and George Davis outlines thirty studies related to attendance since 1928, and "yet the extent and nature in this area is little known to adult educators". The scope of this report is evidenced by the number and type of institutions surveyed. Of the institutions studied, two were completed in terminal adult schools, fourteen were evening high schools or unspecified evening adult schools, and the remainder were in evening elementary programs, junior colleges, colleges or university settings, combined school and college programs, discussion groups and a Young Men's Christian Association program.⁷

Verner and Davis developed the items for this review under two differentiation categories: personal and

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⁷Ibid., Vol. XIX, No. 3 (Spring 1964), pp. 157-177.
institutional. These included the following:

1. Psycho-social characteristics, i.e., intelligence, motivation, social participation, taking tests, veteran status, home ownership, television ownership, and low student grades;

2. Non-institutional factors, i.e., transportation and distance from school;

3. Institutional factors, i.e., administrative practices, courses offered and type of instruction received; and


In their conclusions, the authors pointed out that age, education, marital status, occupation, income and rate of social participation appeared to be related to persistence of attendance. However, this research does not clarify the nature and/or extent of the relationships. 8

The authors also concluded that those people who normally did not participate actively in the on-going organized life of a community were more apt to discontinue attendance in adult school. And, it also appeared that certain administratively controlled factors did exert a "profound influence on persistence of attendance. Again,

8 Ibid., pp. 172-173.
the nature and extent of these factors were not tested." 9

At the moment, research seeking to identify motivational factors affecting enrollment or discontinuance of attendance is particularly unproductive. Post facto inquiry into reasons for discontinuance was useless in the way it had been done in the past. Research designs aimed at detecting changes in attitudes or conditions while an educational program was occurring, promises to produce greater results than did post facto designs. Virtually every aspect of adult education revolved around participation and persistence of attendance, yet the quantity of substantial research related to this field was small and inadequate. No other aspect of adult education so badly needs systematic and creative basic research, according to these two researchers. 10

STUDIES SIMILAR IN NATURE

In researching the literature pertaining to high school adult attendance, two distinct avenues become apparent. It is important to note that many of the researchers are aware of these avenues and their reports contain specific references to those avenues which were of concern.

The first awareness that becomes evident in researching the literature are the relatively few studies dealing

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9 Ibid., pp. 172-173.
10 Ibid., p. 173.
with adult high school dropouts, nonattenders, or non-persistors, that are available for an in-depth analysis of this problem that touches every adult educator.

The second awareness and avenue of concern in researching the literature for the problem of adult education attendance are the relatively few studies that deal with this issue in a cause and effect or treatment and control approach. Very few studies uncovered by this investigator have taken a specific problem related to adult attendance, outlined the problem and applied a defined, systematic approach in attempting to solve the problem. The advantage to this fallowness and lack of field research is that it provides unlimited horizons in planning and executing future studies in the area of adult attendance. The disadvantage is a lack of background material to aid the investigator.

Because this study was experimental in nature and dealt with a specific treatment on high school adult nonattenders, the literature reported was an attempt to reflect those studies most closely allied with this problem. In terms of time, the evolution of these studies was presented in a sequential manner and is important to the creation of this particular study in the time
It is hoped that this investigation will become a part of that evolutionary process and will be an aid to future studies. It is also hoped that the essence of each study reported here is as the author intended it to be.

Weldon R. Oliver, Director of Adult Education in Niagara Falls, New York, found that planning each meeting with adults was a positive deterrent to dropping out. He said, "dropouts decrease as adult interest and needs are satisfied. Capable teachers must be found and teachers should show interest in absentees by a phone call or post-card." A study in New York City in 1956 revealed that 11 out of 15 absentees contacted by phone returned to class.\(^1\)

In the investigator's sampling of adult education programs in California, the request for specific information on methods and effectiveness of those methods in contacting nonattending students provided little guidance or direction.\(^2\)

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\(^2\) Bureau of Adult Education, op. cit.
Of the adult education programs sampled, no one reported a planned on-going method of contacting non-attending students. Those districts that do contact students reported that faculty or counselors do the contacting and usually to convince students who have attended one class to return. Lack of money, time, staff and district commitment to follow up on students were the reasons given.

A large Bay Area Adult School District encourages faculty and counselors to telephone students when feasible. The district reports no completed research on the effectiveness of this means but the consensus of the administrators was that it is successful and should be encouraged more.  

In 1963, in his study of classroom factors relating to dropouts, George Davis studied the initial contact time between adult student and teacher, as well as student attitudes that developed around their initial contact. Davis reported that "if an instructor talks with adult students as equals, it helps maintain their continued

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13 Metropolitan Adult Education Program, Lee Clark, Director. 1671 Park Avenue, San Jose, California.
Dorothy Lee Hawkins, in a later study on dropouts in adult basic education programs, constructed an interview schedule of adult students to study the factors that might contribute to why adults drop out. In her conclusions, she said that the "main reasons for class withdrawal were illness, conflict in employment and child care problems. Institutional factors played a negligible part in dropouts." Hawkins suggested that institutions create favorable retaining techniques via flexible scheduling, small groups, diversified programs and short and long range goals as incentives for adults.\(^\text{15}\)

In 1972, Chalmers Murray at the University of Michigan studied the effect of in-service training on learner attrition and analyzed the adult motivational and learner satisfaction needs. The procedure used was a "Public Opinion Questionnaire" to measure motivational or need

\(^{14}\)George Sanford Davis, Jr., *A Study of Classroom Factors Related to Drop Outs in Adult Education*. Florida State University, 1963, p. 70.

\(^{15}\)Dorothy Lee Hawkins. *A Study of Dropouts in an Adult Basic Education Program and a General Education Development Program and Suggestions for Improving the Holding Power of These Programs*. Indiana University, 1968, pp. 68-75.
disposition along with an evaluation that was completed at the end of each course. Murray concluded that there was a significant difference between the effectiveness of in-service training and the improvement of class holding power and learner assessment.\textsuperscript{16}

At Wayne State University, Jan VanRyswik Prins completed an investigation of adult dropouts utilizing an interview schedule in her study and was interested in the subject's value judgements regarding other persons' reasons for discontinuing attendance and the subject's reasons for dropping out. Prins concluded that the reasons for dropping out of basic education classes were job obligations, illness and family obligations.\textsuperscript{17}

In 1972-73, a San Joaquin Delta Adult School District hired an obviously ethnic minority male to go door-to-door and invited adults to either come to school or return.

\textsuperscript{16} Chalmers Murray. \textit{A Study of the Effect of In-service Training on Learner Attrition and Satisfaction in Formal Adult Education Classes}. University of Michigan, 1972, p. 81.

\textsuperscript{17} Jan VanRyswik Prins. \textit{A Study to Determine Reasons Adults Drop Out of an Adult Basic Education Literacy Program}. Wayne State University, 1972, p. 97.
The project was eliminated after one semester due to ineffectiveness. 18

In the remaining California Adult education districts, the responses to contacting nonattenders ranged from twelve who didn't know of any contacts made, to six districts who had teachers tell administrators they contacted some students. The overriding reason given for teachers contacting nonattenders in all districts sampled was to boost their class enrollment numbers to non-cancellation totals. In the reported cases, where counselors contacted nonattenders, the reason for contact was to help solve a personal problem.

NEED FOR SCIENTIFIC RESEARCH

Clarence Baldwin indicates in his research that only 6% of the students in an evening high school achieved the purposes for which they came. 19 In another report, James Preston stated that only 4% of the attending adults

18 Stockton School for Adults. 1425 South Center Street, Stockton, California. Lawrence T. Minahen, Principal. 1972-73.

19 Verner and Davis, op. cit., p. 157.
achieved the purposes for which they came.\textsuperscript{20}

On a prescriptive note, Robert Leestma said,

The attack on the dropout problem should begin at registration time. Great care should be taken to discover the real motive of the adult student seeking instruction and they should be assisted in discovering the course best suited to their abilities and interests.\textsuperscript{21}

There are other reasons why adults drop out of school. Some accomplish their goals before the end of the course, some cannot keep up with the academic rigor and some adults do not know how to learn.\textsuperscript{22}

James Carey said that teachers of adults find that "enthusiasm" is the primary ingredient in adult education. Adults must be kept "interested, curious and informed or they will lose interest and drop out. There is too little research on why adults drop out, but is a topic that needs more investigation."\textsuperscript{23}

\begin{thebibliography}{99}
\bibitem{20} Ibid.
\end{thebibliography}
In support of the need for more research, Paul Sheats once said,

I was amazed at a Harris Survey that 18% of the respondents reported their biggest disappointment in life was the lack of a good education... but only 3% wished to go back to school... perhaps meaning that today's adults did not have a happy learning experience.²⁴

Robert Ewigleben has summed up the feelings of many educators when he said,

The objectives of adult education are looked upon as additions to the purposes of public education. Consequently, those involved in these activities must bear the burden of expense. Adult education is viewed as an adjunct—as an appendage to secondary and elementary education. For this reason, the adult educator must constantly sell the program if it is to survive.²⁵

The implication here is that research and commitment to our younger students is primary. Ewigleben, like adult educators, concludes that the older person is a different student and specific information about them is


needed if we are to help them improve.

Finally, Mohammed Douglah said it this way,

We would suggest that the possibilities of survey research as a means of providing answers to the questions of adult dropouts has been exhausted. While survey research has been useful in providing us with detailed descriptions of adult participants and non-participants, what is needed now is an increased emphasis on field experiments. This type of research offers significant opportunities for cooperation between researcher and practitioner.26

SUMMARY

In this chapter, a review of the literature pertaining to dropouts in adult education was directed in three parts: Part I was an historical overview of high school adult education completion and dropout studies, Part II reported studies similar in nature, and Part III pointed out the need for scientific research in adult education.

In 1968, over five and one-half million Americans were enrolled in some type of post-secondary education. And, most research and attendance figures point out that

one out of two adults will discontinue their educational commitment before its scheduled termination date.

The first major report concerned with adult school attendance was completed in 1928. This report of thirty studies concluded that motivational factors relating to attendance were, at the time, unproductive. The report called for attitudinal, conditional and systematic scientific research into the dropout problem.

Researchers, Baldwin and Preston, reported that less than 10% of these adults who came back to school achieved the purposes for which they came.

Robert Leestma researched institutional factors such as equipment, class size, counseling at registration and courses best suited to abilities and interests.

Of twenty California adult education districts sampled, less than 50% reported a conscious effort to contact nonattenders.

Some research has shown that dropouts occur less frequently when students pay higher fees than when free. There are more dropouts in states which provide financial support, and conventional programs appear to "hold" students better than broad programs.
The adult educator, according to some researchers, spends a large fraction of time in justifying the program to others. In some districts similar to San Juan Unified, the District welcomes adult education because it has developed into a high income, low expenditure operation which supplements the district's monies.

In conclusion, many educators are calling for research and scientific know-how for adult education as the problem of attendance continues to persist.
Chapter III

PROCEDURES OF THE STUDY

PROBLEM AND PURPOSE OF THE STUDY

Adult school dropouts are not a new phenomenon.\(^1\) Reports of adult dropouts have been available as early as 1814,\(^2\) and as late as 1975.\(^3\) For some people, dropping out of school is a relatively minor decision that requires little or no thought. To others, dropping out is not of their own choosing and may interrupt long planned goals and life-long dreams.\(^4\)

Students, especially adult students, who drop out of formal schooling do so for many reasons. These

\(^1\)Coolie Verner and George S. Davis, Jr., "Completions and Dropouts: A Review of Research," \textit{Adult Education}, XIX, No. 3 (Spring 1964), 157.

\(^2\)Ibid., p. 157.


reasons are many and varied and take their toll on regular attendance in class.\(^5\) For many students an educational experience represents tremendous sacrifice on the part of the whole family. Many adults desire to stay in school, but cannot because of outside pressures.\(^6\)

In a study conducted in 1952, the National Education Association found that adult education in cities over 100,000 population experienced a 35.4% dropout rate; cities of 30,000 to 100,000 had a 22.8% dropout rate; and cities of 2,500 to 30,000 had a 15.7% dropout rate.\(^7\)

As former Secretary of Labor, W. Willard Wirtz concluded, "...the dropout has originated in our homes, in our own neighborhoods, and in our own schools."\(^8\)


The purpose of this study was to determine the relative effectiveness of four methods of contacting non-attending adult students with an invitation message to return to class. The three methods used to contact students were: (1) personal contact, (2) telephone contact, (3) contact by letter, and (4) no contact.

**POPULATION**

The San Juan Unified School District serves the northeast area of Sacramento County. This suburban community is primarily residential and is composed of six unincorporated townships: Carmichael, Arden, Arcade, Citrus Heights, Fair Oaks and Orangevale. San Juan Unified School District serves an area of 73 square miles and is populated by about 230,000 residents and growing.10

In San Juan Unified School District there are 75 schools: 54 grades K-6; 11 grades 7-8; and 10 schools grades 9-12. In addition there are children's centers.

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10Background Information, San Juan Unified School District, 3738 Walnut Avenue, Carmichael, California, August 21, 1975, p. 1.
and pre-schools; two schools for the trainable mentally retarded; three continuation high schools; a technical center for career education and an adult education center. 11

San Juan Unified, the seventh largest district in the state, has approximately 51,300 full-time students, grades K-12. The 1975-76 Budget of just over $64 million, classifies the district as "low wealth". The primary source of local tax revenue is derived from residential property. 12

Population densities within the San Juan Unified School District boundaries appear to indicate a movement from the Southwest section of the District to the Northeast section of the District. One indicator of this movement is observable by the closing of certain schools. Since June 1970, four grades K-6 schools have closed in the Southwest sector. In the North, East and Southeast sectors of the District, three new K-6 schools are proposed in the next five years; two 7-8 intermediate schools are under

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11 Ibid., p. 1.

12 Ibid., p. 1.
consideration in the next ten years and Mesa Verde High School, grades 9-12, is now open and should be completed by 1978. 13

The San Juan Unified School District is not dynamic in population densities alone. The ethnic composition and density is an important feature too as the schools are a reflection of its people (see Table 1).

SAN JUAN UNIFIED ADULT SCHOOL

San Juan became a unified school district on July 1, 1960. 14 The present district was established by unifying the San Juan Union High School District with five elementary school districts. They were: Arcade, Arden-Carmichael, Fair Oaks, Orangevale and Sylvan. 15

The San Juan Unified Adult School was established in September 1955. The enrollment has shown a consistent growth since its inception as indicated by Table 2. 16

13 Ibid., p. 1.


15 Ibid., p. 3.

16 Ibid., p. 9.
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<th>Per Cent of Total</th>
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<td>1.0</td>
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<td>393</td>
<td>0.77</td>
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<tr>
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</tbody>
</table>

TABLE 2

ENROLLMENT TRENDS OF THE ADULT EDUCATION PROGRAM
OF SAN JUAN UNIFIED SCHOOL DISTRICT

<table>
<thead>
<tr>
<th>School Year</th>
<th>High School Graduates</th>
<th>Number Enrolled</th>
<th>Average Daily Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955-56</td>
<td></td>
<td>1,679</td>
<td>73</td>
</tr>
<tr>
<td>1956-57</td>
<td>37</td>
<td>4,374</td>
<td>188</td>
</tr>
<tr>
<td>1957-58</td>
<td>86</td>
<td>5,831</td>
<td>297</td>
</tr>
<tr>
<td>1958-59</td>
<td>135</td>
<td>7,561</td>
<td>317</td>
</tr>
<tr>
<td>1959-60</td>
<td>129</td>
<td>3,883</td>
<td>196</td>
</tr>
<tr>
<td>1960-61</td>
<td>176</td>
<td>7,633</td>
<td>335</td>
</tr>
<tr>
<td>1961-62</td>
<td>205</td>
<td>8,725</td>
<td>380</td>
</tr>
<tr>
<td>1962-63</td>
<td>244</td>
<td>9,493</td>
<td>462</td>
</tr>
<tr>
<td>1963-64</td>
<td>205</td>
<td>11,120</td>
<td>556</td>
</tr>
<tr>
<td>1964-65</td>
<td>268</td>
<td>11,816</td>
<td>619</td>
</tr>
<tr>
<td>1965-66</td>
<td>170</td>
<td>11,309</td>
<td>641</td>
</tr>
<tr>
<td>1966-67</td>
<td>183</td>
<td>12,702</td>
<td>715</td>
</tr>
<tr>
<td>1967-68</td>
<td>206</td>
<td>13,888</td>
<td>787</td>
</tr>
<tr>
<td>1968-69</td>
<td>162</td>
<td>14,446</td>
<td>804</td>
</tr>
<tr>
<td>1969-70</td>
<td>142</td>
<td>16,624</td>
<td>977</td>
</tr>
<tr>
<td>1970-71</td>
<td>166</td>
<td>21,125</td>
<td>1,201</td>
</tr>
<tr>
<td>1971-72</td>
<td>136</td>
<td>23,220</td>
<td>1,344</td>
</tr>
<tr>
<td>1972-73</td>
<td>141</td>
<td>25,591</td>
<td>1,402</td>
</tr>
<tr>
<td>1973-74</td>
<td>115</td>
<td>28,404</td>
<td>1,809</td>
</tr>
<tr>
<td>1974-75</td>
<td>94</td>
<td>33,241</td>
<td>2,273</td>
</tr>
</tbody>
</table>

Curricular offerings in the adult school since 1955 have evolved gradually from an almost exclusive offering for adult high school completion classes to a more equal mix of offerings in vocational and avocational education courses. English-as-a-Second-Language has become a recent addition to the adult school offerings because of the number of Vietnamese refugees who have moved into the Sacramento County area.\(^{19}\)

The San Juan Unified Adult School program is responsive to the educational needs of the people it serves. As a result of student surveys, faculty interest, community business/industrial advisory councils, in-district curriculum divisions and state and federal legislative reimbursement procedures, a diversity of courses and programs in adult education are offered.\(^{20}\)

The "pulse of the community" is continually monitored by the input from these above-mentioned sectors. And if the San Juan Unified Adult School program, or any adult school program, is to remain viable, the attendance

\(^{19}\)Ibid., pp. 1-30.

\(^{20}\)Ibid., pp. 10-25.
continuum must show a direct and positive relationship to the annual offerings. 21

Courses and specific programs in San Juan Unified Adult School are regularly advertised in local newspapers, on radio and television. Attendance is considered a direct reflection of the interests and needs of the residents in the community. 22 All residents of the micro-community of San Juan Unified, who took adult education courses during the Fall term 1975, comprised the experimentally accessible population. It seems reasonable to assume that the sampled students used in this study may be representative of the macro-community, including school districts outside of, but similar to, San Juan Unified School District.

METHODS OF CONTACTING NONATTENDERS

Methods of contacting nonattending adult students was the experimental variable of this investigation. The methods used were considered the most traditional and economically feasible means of communicating with people,

21 Ibid., pp. 10-25.

and varied along a continuum from person-to-person contact to no contact. The methods employed to contact nonattending adults were as follows: (1) personal contact, (2) telephone voice contact, (3) printed word contact, and (4) no contact. The assumption was that the more personal the association between the contactor and the nonattender, the greater the impact of the contact.

**Volunteer Personnel**

The contactors in this investigation were volunteers from the immediate community who were invited to act as contactors/counselors. Three male students from Jesuit High School, and one female adult education graduate were the respondents to the invitation for assistance. The males were seniors at Jesuit, seventeen years of age; the female was nineteen years old (see Appendix C).

At an orientation meeting with the volunteers on Tuesday, September 16, 1975, the entire study was outlined by the investigator and the volunteers were asked to provide assistance by contacting nonattending adult students. The factors for selecting volunteers to act as counselors in this study were:
1. Their availability.
2. Their time flexibility.
3. Their willingness to help without remuneration.

The volunteers accepted the responsibility of contacting the nonattenders personally in all cases in which the student could be found. If the student was reported out of town, moved or unable to be located soon, the female volunteer attempted to follow up on those cases.

The personal contacts were made in the early morning, evening or weekend hours. Because many of the nonattending students were women with families they were found at home. Some students were contacted at work and others while visiting friends.

No attempt was made on the volunteer's part to call the nonattending student before personally contacting him/her. This was done for two reasons: (1) the volunteer's time for contacting persons was limited, and (2) it was felt that personally contacting the students, without announcement, would have a greater impact on the non-attender. An effort was made to assign the nonattending students to the volunteers whose residence was geographically closest to their home to minimize travel time.
The female volunteer was provided names of nonattending students via the Adult School Daily Attendance Form.\footnote{23} Her task was to follow up on the detail procedures of providing nonattending student lists to the volunteers and senior investigator. She also accepted the task of locating hard-to-reach nonattenders and kept the Adult School Principal informed of those cases in which people moved, were deceased, et cetera. The four methods of contacting nonattenders are described as follows.

**Personal Contact**

The personal contact method involved a volunteer seeking out and talking face-to-face with nonattenders personally.

The volunteer was furnished a short, written text that was designed to help initiate the conversation between volunteer and nonattender.\footnote{24} Adherence to this message starter was not mandatory as each new contact brought different approach techniques.

\footnote{23}{See Appendix D}

\footnote{24}{See Appendix A}
The volunteer was provided several names of nonattending students each week and was asked to locate the nonattender and deliver the message inviting the nonattender to return. After the nonattender was contacted, the volunteer noted the date of contact and notified the senior investigator when all the people on the list had been contacted.

After several unsuccessful attempts to reach the nonattender personally that name was dropped from the study.

**Telephone Contact**

Volunteers assigned to telephoning nonattenders were furnished the same startup conversation message as used for personally contacted students. Every two or three days, or at the end of each week, a list of nonattending students was provided to a volunteer. The volunteer was asked to call all the people he could reach by phone, invite them to return to class, then note the date contacted and return the list to the investigator as soon as possible. After several unsuccessful attempts to reach the nonattender by phone that name was dropped from the study.

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\(^{25}\)Ibid.
Letter Contact

A personal letter inviting nonattenders to return to class comprised the treatment for the third method of contacting students. Written in a positive tone, the letter was addressed to the nonattender personally and sent out over the signature of the adult school principal. The date the letter was sent was recorded by the investigator and letters returned unopened were the signal to drop that name from the study.

No Contact - Control Group

Nonattending students assigned to this category were not contacted by anyone from the adult school concerning attendance. The adult school faculty and staff were asked not to contact these students about their attendance pattern. However, because of the number of sample students in the Control Group, some of the nonattenders may have been contacted by faculty members. The contact ratio was probably low and may reasonably approximate faculty behavior under nonexperimental conditions. The control group of the study was established to provide the baseline

26 See Appendix B.
data against which any differences could be noted. These comparisons were necessary to enable the investigator to describe the effectiveness of the contact methods with greater precision.

**RESEARCH DESIGN**

The 2 x 3 x 4 Factorial Design used in this investigation was developed to study the effectiveness of contacting nonattending students in: (1) four different ways, (2) within two specific time spans, and (3) using students who were enrolled in (a) diploma classes, (b) vocational education classes, or (c) avocational education classes. The study, experimental in nature, does not presume a predetermined outcome. The experimental variables and statistical analyses were scientifically designed and arranged to provide maximum internal and external validity as well as to minimize error (see Table 3).

**Assignment of Nonattenders to Contact Group**

Students who were absent after having registered for an adult education course were termed nonattenders. These individuals were identified through the adult school attendance record keeping system of the District. The
### TABLE 3

#### 2 X 3 X 4 FACTORIAL DESIGN

<table>
<thead>
<tr>
<th>Period of Nonattendance</th>
<th>Student Major Field of Study</th>
<th>Treatment Method of Contacting Nonattenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRI-WEEK 1 3 WEEKS</td>
<td>HIGH SCHOOL DIPLOMA</td>
<td>PERSONAL CONTACT N=6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TELEPHONE CONTACT N=8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LETTER CONTACT N=8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=4</td>
</tr>
<tr>
<td></td>
<td>VOCATIONAL EDUCATION</td>
<td>PERSONAL CONTACT N=10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TELEPHONE CONTACT N=10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LETTER CONTACT N=10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=8</td>
</tr>
<tr>
<td></td>
<td>AVOCATIONAL EDUCATION</td>
<td>PERSONAL CONTACT N=6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TELEPHONE CONTACT N=8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LETTER CONTACT N=9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=9</td>
</tr>
<tr>
<td>3 WEEKS SEPT. 15 - OCT. 3 1975</td>
<td>N=96</td>
<td>PERSONAL CONTACT N=9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=6</td>
</tr>
<tr>
<td></td>
<td>HIGH SCHOOL DIPLOMA</td>
<td>PERSONAL CONTACT N=9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=9</td>
</tr>
<tr>
<td></td>
<td>Vocational Education</td>
<td>PERSONAL CONTACT N=10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=10</td>
</tr>
<tr>
<td></td>
<td>AVOCATIONAL EDUCATION</td>
<td>PERSONAL CONTACT N=8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO CONTACT (CONTROL) N=8</td>
</tr>
<tr>
<td></td>
<td>N=26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=106</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=202</td>
<td></td>
</tr>
</tbody>
</table>

**Total**
Adult School Principal provided a daily attendance roster for each instructor. The instructor was asked to fill out the appropriate information and return the attendance form to the principal. The principal then directed one of the volunteers to contact the teacher, to ascertain if the teacher had attempted any contact with the nonattending student. If the teacher had contacted the student, the appropriate information was recorded. These data then became incorporated into the information bank of the study.

If the teacher had not contacted the student and indicated he or she would not contact the student, the student was selected to be a subject in this study. As the nonattending students' names were collected and ready for assignment to the method of contact, they were arbitrarily placed in either (1) personal contact, (2) telephone contact, (3) letter contact, or (4) no contact categories in a nonprejudicial, nonsequential and unbiased way. Although technically this was not a random assignment, every effort and precaution was taken to avoid

27 See Appendix D.
sample selection bias. The method for assignment seemed to have all of the desirable characteristics of random assignment, including approximately equal and comparable groups of nonattending students assigned to each of the four methods of contact.

Classificatory Independent Variables

In this study two classificatory independent variables were assigned as "experimental constants." The two variables were selected, not to be manipulated by the investigator, but so that: (a) their effects could be equated, neutralized or cancelled out for all of the experimental conditions, and (b) the information yield expected from this experiment would be dependent upon the nature of these variables. The two variables are described below:

Nonattendance Period. This variable consists of two levels of a tri-weekly time frame. The three-week


29 See Table 3.
period from September 15, 1975 to October 3, 1975, was the first tri-week of the semester and represented the time from initial registration for classes to the highest point of adult student enrollment. Typically, this time period includes the greatest enrollment increase, but there are at the same time adult students either not attending classes, dropping out, or both.

If a student missed one class during the first tri-week and was contacted immediately, he or she would have ample time to return to class and make up the work.

A graphical representation of the $2 \times 3 \times 4$ classification with two levels of nonattendance, three levels of student major and four levels of contact are presented in Table 3.

**Student Major.** The second classificatory independent variable was the adult student's declared major field of study. It was the investigator's hypothesis that students in different academic major fields of study would respond differentially when contacted. The major fields of study are three distinct categories: (1) high school diploma students, (2) vocational education students, and
(3) avocational education students.  

Student major classifications are defined in the San Juan Adult School Accreditation Report as follows:  

I. The adult high school diploma program in San Juan Unified School District is available day and evening in separate locations. It may or may not include General Educational Development (GED) courses, and is available for all who wish to complete their high school education.  

II. Vocational Education courses are offered to assist students in becoming employable or to increase their skills to make them eligible for better positions. There is a continuing need for classes in typing, shorthand, business machines, accounting, medical receptionist, advertising, investments, real estate and taxidermy. These are but a few of the vocational courses which have proved helpful not only to students, but to the entire community. Classes designed to prepare students for civil service positions also have been valuable in giving students needed assistance and training. Adults may also receive training along with high school classes in some subjects, such as drafting, office machines, graphic arts, power keyboard punch and tape, auto air conditioning and smog control.  

III. Avocational Education programs are those that provide leisure-oriented and avocational activities to the community as they meet the needs and specific interests of people for extended day or evening courses.  

---  

30 Ibid.  

31 SJUSD Adult School Accreditation Report, op. cit., p. 9.
Descriptive Independent Variables

Two additional variables were included in this study: (1) sex of nonattender, and (2) time of day the student took a course. These variables were included to enlarge the parameters and enhance the precision of the total investigation.

Dependent Variables

The outcome data of this study will be determined by the official San Juan Unified School District Attendance Records for those adult students who were sampled. In order to maintain clarity on the outcome variables presentation, the dependent variables are presented in the following categories:

Attendance Ratio. Actual Attendance Rate of Student for Fall Term 1975. That is, what proportion of the classes did the nonattender attend for the remainder of the semester (term), after he/she had been contacted by a volunteer counselor (in per cent)?

Dropouts. Did the nonattender drop out completely from adult school during the Fall 1975 term, after being contacted by a volunteer counselor? (Yes - No.)
Reenrollment Rate. Did the nonattender reenroll for the subsequent consecutive Spring 1976 adult school term? (Yes - No.)

**Instrumentation**

The attendance data extracted in this study is controlled by the California State Education Code requirements. The face validity of attendance data, that were collected and certified by adult school faculty, are outlined in detail by the *Handbook for Adult Education Teachers*. Each adult school faculty was asked to complete a daily and monthly attendance roster and submit it to the Adult School Attendance Office (see Appendices D, E and F). The Handbook outlines attendance gathering thusly:

*Attendance reporting is an important responsibility of every adult education instructor. The State Department of Education requires that the instructor show the number of hours of attendance for each student. The attendance card must be up-to-date and completed each class meeting. By California State Law, it is illegal to take attendance by passing a sign-up sheet around the class. The instructor is personally responsible for taking and recording accurate attendance. Monthly attendance records and registration/attendance cards will be turned into the adult education office at the end of the last class meeting for the quarter. Instructors are required to total monthly*
attendance on the appropriate forms.\textsuperscript{32}

These data are accepted as valid by the San Juan Unified School District, the State Attendance personnel and this investigator for the purposes of this study.

Those students classified as nonattenders were identified through the daily and monthly attendance rosters. The San Juan Adult School faculty were asked to submit the attendance form daily (see Appendix D). As these forms were received by the Adult Education Office, the names of students who had missed one class were categorized appropriately (see Table 3).

Reenrollment for this study was comprised of students who had officially completed one of two requirements:

1. If a nonattending student in the Fall 1975 term dropped out before the term's end but reenrolled in the Spring 1976 term, he or she was counted in the reenrollment rate; or

2. If a nonattending student in the Fall 1975 term dropped out, moved to another district,

\textsuperscript{32}Handbook for Adult Education Teachers, Mackinzie Goold, Director, Adult Education, San Juan Unified School District, 3738 Walnut Avenue, Carmichael, California 95608, p. 6.
reenrolled for the Spring 1976 term and requested a transcript of his/her academic record be sent to the new district, that person was counted in the reenrollment rate.

STATEMENT OF RESEARCH HYPOTHESES

The research hypotheses in this study are stated in positive terms and are used to: (a) identify the variables and (b) to account for the results. The research hypotheses are as follows:

\(H_{1A}\) Personal contact is more effective than telephone contact, letter contact or no contact as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

\(H_{1B}\) Telephone contact is more effective than writing a letter or no contact as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

\(H_{1C}\) Writing a letter is more effective than no contact as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

---

33 Issac, op. cit., p. 142.
Nonattenders majoring in avocational education return with greater regularity than nonattenders in vocational education or high school diploma classes as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

Nonattenders in vocational education return with greater regularity than high school diploma as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

Nonattenders during the first three weeks of class attend subsequent classes with more regularity than nonattenders in the second three weeks as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

Nonattending female students return with greater regularity than nonattending males as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

Nonattenders in evening classes attend subsequent classes with more regularity than nonattenders
in morning classes as measured by: (a) attendance after being contacted, (b) dropout rate, or (c) reenrollment rate.

The .05 level of significance was adopted for the test of these hypotheses.

METHOD OF STATISTICAL ANALYSIS

Factorial analysis of variance procedures was used to test the above hypotheses followed by the Scheffe' multiple comparison procedures for instances involving three or more groups.34 These analyses were accomplished through the computer facilities of the University of the Pacific, Stockton, California, utilizing the Biomedical Computer Program, BMD-05V.35 The BMD-05V program was used to accommodate unequal cell sizes. Output from these computations was used to respond to the Hypotheses 1 through 5.

The three dependent variables of this study were attendance rates, dropout status and reenrollment status. Attendance rate was the proportion of classes attended


after a student was contacted by someone from the San Juan Unified School for Adults. Both dropout status and reenrollment status are dichotomous variables yielding either a yes or no category.

The mathematical derivations of the analysis of variance technique assumes that the dependent variable is normally distributed. However, recent empirical Monte Carlo Computer research by Tse-Chi Hsu and L. S. Feldt and further mathematical refinements on the F-test by George E. P. Box indicates that the analysis of variance procedures are appropriate for the statistical analysis of dichotomous dependent variables.

Descriptive statistics and correlational analysis were obtained through the CODEBOOK, CROSSTABS and PEARSON

36Ferguson, op. cit., pp. 208-300.


CORRELATIONAL statistical programs from the Statistical Package for the Social Sciences (SPSS). 39

SUMMARY

Adult education dropouts have been a problem since at least 1814. United States cities with 100,000 or more population suffer a greater dropout rate of adult education students than do cities of 2,500 to 30,000 people. The problem of dropout is not only in our cities, but in "our homes, our neighborhoods and our schools", according to W. Willard Wirtz.

The purpose of this study was to ascertain the extent to which the nonattending adult school student, after having been contacted by a volunteer, could be induced to return to class. The nonattender was contacted by one of four methods, i.e., (1) personally contacted by a volunteer, (2) telephoned by a volunteer, (3) via letter from the adult school principal, or (4) not contacted by anyone from the adult school.

The three factors related to student attendance which were specified as the dependent variables of this study were: (1) proportion of classes attended after

being contacted, (2) dropout rate, and (3) reenrollment rate.

Additionally, the interrelationships between attendance, student major, period of nonattendance, sex and time of course offering were obtained to more fully detail characteristics of the nonattending adult school student.
Chapter IV

STATISTICAL ANALYSIS AND RESULTS OF THE STUDY

This study was an attempt to determine the relative effectiveness of four methods of contacting nonattending adult students in San Juan Unified School District, during the academic year 1975-76. One hundred forty-nine adult women students and fifty-three adult men students participated as subjects in this investigation. Each subject was classified according to educational major and nonattendance period.

In the investigation, adult students who were enrolled in a class but were absent at least once within the first six weeks were contacted via one of four ways: (1) personally, (2) by telephone, (3) by letter, or (4) were not contacted by anyone from the San Juan Unified School for Adults. The operational measures of the dependent variables relating to school attendance were (1) the proportion of classes a student attended after being contacted, (2) the proportion of students who dropped out of the class after having been contacted, and (3) the proportion of students who reenrolled in school for the subsequent, consecutive semester (term).
TESTS OF THE NULL HYPOTHESES

The use of a factorial analysis permits research studies to be accomplished expeditiously because it "answers several hypotheses simultaneously."¹ In addition, the factorial analysis can "permit the conduct of only one experiment to answer several complex questions at once and it can reveal the interactions between two or more variables all at the same time."²

Attendance Data

Because of the multiple analyses accomplished through the factorial design, the analysis of the attendance data simultaneously responds to the following three hypotheses:

\[ H_{1A} \] The methods of contacting adult students are equally effective in influencing the classroom return attendance rate.

\[ H_{2A} \] There is no difference in the classroom return attendance rate for students majoring in (1) high school completion classes, (2) vocational education classes, and (3) avocational education classes.


²Ibid., p. 142.
There is no difference in the classroom return attendance rate for students who were absent during Triweek 1 or Triweek 2.

Classroom attendance in this study is measured by the proportion of classes that a student attended after having been absent at least once and having been contacted via one of the four methods.

The statistical results of the $4 \times 3 \times 2$ analysis of variance of attendance rate data are presented in Table 1. These results were obtained by the BMD 05V computer program as maintained through the computer facilities of the University of the Pacific.

Findings Regarding $H_{1A}$

As indicated in line 1, Table 4, the classroom return attendance rates for the four methods of contacting adult students differed significantly at the .05 level. The Null hypothesis was rejected as being untenable. There was a difference between the four methods of contacting students and the return attendance rate. The research was unable to differentiate which method accounted for the difference. Table 5 presents the group means, standard deviation and sample sizes for class attendance of the four contact methods.
Table 4

SUMMARY TABLE FOR THE FACTORIAL ANALYSIS OF VARIANCE OF RETURN RATE ATTENDANCE DATA WITH METHODS OF CONTACT, STUDENT MAJOR AND ATTENDANCE PERIOD AS FACTORS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>( F )</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Methods of Contacting Students</td>
<td>8,809</td>
<td>3</td>
<td>2936.3</td>
<td>2.665</td>
<td>( p &lt; .05 )</td>
</tr>
<tr>
<td>2. Student Major</td>
<td>6,566</td>
<td>2</td>
<td>3283.1</td>
<td>2.98</td>
<td>( p &gt; .05 )</td>
</tr>
<tr>
<td>3. Nonattendance Period</td>
<td>8,241</td>
<td>1</td>
<td>8240.7</td>
<td>7.48</td>
<td>( p &lt; .01 )</td>
</tr>
<tr>
<td>4. Method of Contact X Student Major Period</td>
<td>15,758</td>
<td>6</td>
<td>2626.3</td>
<td>2.38</td>
<td>( p &lt; .05 )</td>
</tr>
<tr>
<td>5. Method of Contact X Nonattendance Period</td>
<td>6,634</td>
<td>3</td>
<td>2211.4</td>
<td>2.01</td>
<td>( p &gt; .05 )</td>
</tr>
<tr>
<td>6. Student Major X Nonattendance Period</td>
<td>8,000</td>
<td>2</td>
<td>4000.2</td>
<td>3.63</td>
<td>( p &lt; .05 )</td>
</tr>
<tr>
<td>7. Contact X Major X Period</td>
<td>28,189</td>
<td>6</td>
<td>4698.2</td>
<td>4.26</td>
<td>( p &lt; .05 )</td>
</tr>
<tr>
<td>8. Error (Within Cell)</td>
<td>196,108</td>
<td>178</td>
<td>1101.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a \text{Critical Values of } F^3\)

\( F^2(3, 178) = 2.66 \)

\( F^2(1, 178) = 3.90 \)

\( F^2(2, 178) = 3.05 \)

\( F^2(6, 178) = 2.15 \)

Table 5

DESCRIPTIVE STATISTICS OF CLASS ATTENDANCE DATA FOR THE FOUR METHODS OF CONTACTING STUDENTS

<table>
<thead>
<tr>
<th>Methods of Contacting Students</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>19.5</td>
<td>39.1</td>
<td>49</td>
</tr>
<tr>
<td>Telephone</td>
<td>15.3</td>
<td>34.5</td>
<td>52</td>
</tr>
<tr>
<td>Letter</td>
<td>11.4</td>
<td>30.2</td>
<td>54</td>
</tr>
<tr>
<td>Control</td>
<td>31.8</td>
<td>45.3</td>
<td>47</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19.1</td>
<td>37.9</td>
<td>202</td>
</tr>
</tbody>
</table>

The means depicted above indicate the control group as having the highest return attendance rate, followed by personal, telephone and letter contact.
In order to specify the pattern of intergroup differences among the four contact methods, the Scheffe\textsuperscript{4} Multiple comparisons procedures were employed for further refinement and substantiation.\textsuperscript{4} The results of this analysis follows in Table 6.

As indicated in Tables 5 and 6, the control group students had a significantly better classroom return attendance rate than the letter contact group. No other significant differences were detected.

As indicated in Table 7, each of the four treatment methods was comprised of six cells consisting of the various combinations of student major and attendance periods. Of particular interest is cell number 12, the avocational education group in Triweek 1, assigned to the control treatment. These individuals had a remarkably high return attendance rate (95.11%). The control group means, excluding cell number 12, drop to 16.8%, which is well within the range for the other contact methods. This anomaly accounts for the significant statistical results presented in Table 4.

Upon further investigation with a one-way analysis of variance, and after eliminating the atypical control

Table 6

F-STATISTICS FROM PAIR-WISE COMPARISONS
OF THE FOUR CONTACT GROUPS BY
THE SCHEFFE POST HOC PROCEDURE*5

<table>
<thead>
<tr>
<th>Contact Group</th>
<th>Telephone</th>
<th>Letter</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>F = 0.14</td>
<td>F = 0.50</td>
<td>F = 1.09</td>
</tr>
<tr>
<td>Telephone</td>
<td>0</td>
<td>F = 0.12</td>
<td>F = 2.04</td>
</tr>
<tr>
<td>Letter</td>
<td>0</td>
<td>0</td>
<td>F = 3.17</td>
</tr>
</tbody>
</table>

*Critical Value of F6

.95 F(3,178) = 2.66

---

5 Ibid.

6 Snedecor and Cochran, op. cit.

The Scheffe formula for pair-wise comparisons indicated that telephone contact compared to personal F = 0.14; control compared to letter F = 3.17.
Table 7

DESCRIPTIVE STATISTICS FOR THE TWENTY-FOUR METHOD BY STUDENT MAJOR BY ATTENDANCE PERIOD COMBINATIONS

<table>
<thead>
<tr>
<th>Method</th>
<th>Cell No.</th>
<th>Contact Type</th>
<th>Student Major</th>
<th>Attendance Period</th>
<th>Standard Mean</th>
<th>Standard Deviation</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>1</td>
<td>Diploma</td>
<td>Triweek 1</td>
<td></td>
<td>33.33</td>
<td>51.64</td>
<td>6</td>
</tr>
<tr>
<td>Telephone</td>
<td>2</td>
<td>Diploma</td>
<td>Triweek 1</td>
<td></td>
<td>12.50</td>
<td>35.36</td>
<td>8</td>
</tr>
<tr>
<td>Letter</td>
<td>3</td>
<td>Diploma</td>
<td>Triweek 1</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>8</td>
</tr>
<tr>
<td>Control</td>
<td>4</td>
<td>Diploma</td>
<td>Triweek 1</td>
<td></td>
<td>25.00</td>
<td>50.00</td>
<td>4</td>
</tr>
<tr>
<td>Personal</td>
<td>5</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>20.00</td>
<td>42.16</td>
<td>10</td>
</tr>
<tr>
<td>Telephone</td>
<td>6</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>33.70</td>
<td>45.79</td>
<td>10</td>
</tr>
<tr>
<td>Letter</td>
<td>7</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>17.70</td>
<td>37.72</td>
<td>10</td>
</tr>
<tr>
<td>Control</td>
<td>8</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>12.50</td>
<td>35.36</td>
<td>8</td>
</tr>
<tr>
<td>Personal</td>
<td>9</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>6</td>
</tr>
<tr>
<td>Telephone</td>
<td>10</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>23.70</td>
<td>44.06</td>
<td>8</td>
</tr>
<tr>
<td>Letter</td>
<td>11</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>31.11</td>
<td>46.76</td>
<td>9</td>
</tr>
<tr>
<td>Control</td>
<td>12</td>
<td>Vocational</td>
<td>Triweek 1</td>
<td></td>
<td>95.11</td>
<td>9.70</td>
<td>9</td>
</tr>
<tr>
<td>Personal</td>
<td>13</td>
<td>Diploma</td>
<td>Triweek 2</td>
<td></td>
<td>28.44</td>
<td>42.73</td>
<td>9</td>
</tr>
<tr>
<td>Telephone</td>
<td>14</td>
<td>Diploma</td>
<td>Triweek 2</td>
<td></td>
<td>14.29</td>
<td>37.80</td>
<td>7</td>
</tr>
<tr>
<td>Letter</td>
<td>15</td>
<td>Diploma</td>
<td>Triweek 2</td>
<td></td>
<td>6.00</td>
<td>18.97</td>
<td>10</td>
</tr>
<tr>
<td>Control</td>
<td>16</td>
<td>Diploma</td>
<td>Triweek 2</td>
<td></td>
<td>43.90</td>
<td>47.67</td>
<td>10</td>
</tr>
<tr>
<td>Personal</td>
<td>17</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>Telephone</td>
<td>18</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>6.70</td>
<td>21.19</td>
<td>10</td>
</tr>
<tr>
<td>Letter</td>
<td>19</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>8</td>
</tr>
<tr>
<td>Control</td>
<td>20</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>8</td>
</tr>
<tr>
<td>Personal</td>
<td>21</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>37.50</td>
<td>51.75</td>
<td>8</td>
</tr>
<tr>
<td>Telephone</td>
<td>22</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
</tr>
<tr>
<td>Letter</td>
<td>23</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>11.11</td>
<td>33.33</td>
<td>9</td>
</tr>
<tr>
<td>Control</td>
<td>24</td>
<td>Vocational</td>
<td>Triweek 2</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>8</td>
</tr>
</tbody>
</table>

Analysis of group means and sample size for the four contact methods, the student majors and attendance periods. Cell 12 is the control group that contaminates all of the statistical findings.*

*Table 3, Chart 3 (this study p. 58)
cell in Triweek 1, there were no significant mean differences between personal, telephone, letter or no contact groups. Due to the nonrandom assignment method used, it was discovered that the individuals in the aforementioned control cell were all enrolled in the same avocational education class. The data for these nonsignificant differences are presented in Tables 8 and 9.

In an interview with the avocational education instructor of the control group, she indicated that she had personally contacted three of the students in her class due to personal problems and "felt compelled to lend assistance." The other six students in her class returned on their own and were not contacted by anyone from the San Juan School for Adults. According to the principal, this instructor has the reputation of maintaining a high level of student interest and attendance rate. The research hypothesis in Chapters 1 and 3 are not supported by these data.

Findings Concerning \( H_{2a} \)

As indicated in line 2, Table 4, student major return attendance rates, the F ratio was not significant.

---

7Interview with Mrs. J. George, Instructor of San Juan Unified School for Adults, Carmichael, California. March 11, 1976.
Table 8

DESCRIPTIVE STATISTICS FOR METHODS OF CONTACT AFTER ELIMINATING THE ATYPICAL CONTROL CELL IN TRI-WEEK 1

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Contact</td>
<td>19.5</td>
<td>39.06</td>
<td>49</td>
</tr>
<tr>
<td>Telephone Contact</td>
<td>15.3</td>
<td>34.49</td>
<td>52</td>
</tr>
<tr>
<td>Letter Contact</td>
<td>11.4</td>
<td>30.22</td>
<td>54</td>
</tr>
<tr>
<td>No Contact (Control)</td>
<td>16.8</td>
<td>36.38</td>
<td>38</td>
</tr>
</tbody>
</table>
Table 9

ONE-WAY ANALYSIS OF VARIANCE OF ATTENDANCE RETURN RATE FOR THE FOUR METHODS OF CONTACTING STUDENTS

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1,751.7</td>
<td>3</td>
<td>583.9</td>
<td>--</td>
</tr>
<tr>
<td>Within Groups</td>
<td>231,317.3</td>
<td>189</td>
<td>1,223.9</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>233,069.1</td>
<td>192</td>
<td>--</td>
<td>0.47</td>
</tr>
</tbody>
</table>
The Null hypothesis of no difference was tenable and the Scheffe procedures were not appropriate. Accordingly, there was no difference in the method of contacting nonattending students when analyzed in terms of student education major.

Findings Concerning $H_{3A}$

As indicated in line 3, Table 4, the classroom return attendance rate between Triweeks 1 and 2 differed significantly at the .05 level. The mean attendance rates for these triweek periods are presented in Table 10.
Table 10

DESCRIPTIVE STATISTICS FOR CLASS ATTENDANCE DATA FOR THE TWO TRIWEEK PERIODS (IN PERCENT)

<table>
<thead>
<tr>
<th>Nonattendance Period</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triweek 1</td>
<td>26.5</td>
<td>42.9</td>
<td>96</td>
</tr>
<tr>
<td>Triweek 2</td>
<td>12.5</td>
<td>31.4</td>
<td>106</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19.1</td>
<td>37.9</td>
<td>202</td>
</tr>
</tbody>
</table>
The adult students who were contacted after one absence during Triweek 1 had a significantly higher return classroom attendance rate (26.5%) than students who were contacted after at least one absence during Triweek 2 (12.5%).

Findings Concerning Interactions

In addition to main effects in the preceding analysis the interactions between the independent variables were also of interest. The three, first order interactions, method X major, method X attendance and period X major X attendance are presented below.

Methods of Contacting Students X Student Education Major. As indicated in line 4, Table 4, there is a significant interaction between the methods of contacting students and student major. The interactions between the three methods and three education majors are depicted in Figure 1.

The small differences in the first three methods of contact, personal, telephone and letter, in contrast to the large differences in the control group specify the nature of the interaction. In large measure, the avocational group mentioned previously that achieved a 95 percent return attendance rate was responsible for the statistically
Figure 1

SCHEMATIC REPRESENTATION OF THE METHOD X MAJOR INTERACTION

LEGEND:  
- High School Diploma
- Vocational Education
- Avocational Education
significant findings.

Methods of Contacting Students X Nonattendance Period. As indicated in line 5, Table 4, the methods used to contact students did not interact significantly with the non-attendance period. Further analyses were not required due to the lack of statistical significance.

Student Major X Nonattendance Period. As indicated in line 6, Table 4, the interaction between major and non-attendance period is depicted in Figure 2. The Null hypothesis of no difference between major and period were not acceptable at the .05 level.

The differences between the first and second triweek periods for high school diploma was small in comparison with those for vocational and avocational majors. The large differences in the avocational group are attributable to the 95 percent return rate of students in the aforementioned avocational class.

Method of Contact X Student Major X Nonattendance Period. As indicated in line 7, Table 4, the 4 x 3 x 2 way analysis of variance allows the investigator further refinement by developing interaction matrices of the three major independent variables. Because there is no single
Figure 2
SCHEMATIC REPRESENTATION OF THE STUDENT MAJOR X NONATTENDANCE PERIOD INTERACTION

LEGEND: ——— Triweek 1

——— Triweek 2

Attendance (in percent)

High School Diploma Vocational Education Avocational Education

Student Major
Figure 3

SCHEMATIC REPRESENTATION OF THE METHOD OF CONTACT X STUDENT MAJOR X NONATTENDANCE PERIOD

LEGEND: ______ High School
Diploma
--- Vocational Education
•••• Avocational Education
depiction of this type of analysis, the second order interaction is shown by the schematics in Figure 3.

The obvious difference between the pattern of Triweek 1 and Triweek 2 derives from the extremely high attendance rate for the avocational education-control class in Triweek 1. This difference is attributable to the individuals of a single class mentioned previously who achieved an unusually high (95%) return attendance rate.

**Dropout Data**

Student dropout in this study was defined to be a student who registered for one or more classes, attended those classes, missed one session, was absent one time, was then contacted by someone from the Adult School, and ceased to finish attending the remainder of the semester.

**Findings Regarding Method**

As indicated in line 1, Table 11, the differences between the effectiveness of the four methods of contacting adult students in preventing dropout were not significant at the .05 level. The Null hypothesis was retained and the Scheffe procedures were not required.
### Table 11

**SUMMARY TABLE FOR THE FACTORIAL ANALYSIS OF VARIANCE OF STUDENT DROPOUT DATA WITH METHODS OF CONTACT, STUDENT MAJOR AND ATTENDANCE PERIOD AS FACTORS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>$F^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Methods of Contacting Students</td>
<td>0.90</td>
<td>3</td>
<td>0.30</td>
<td>2.34</td>
</tr>
<tr>
<td>2. Student Major</td>
<td>0.64</td>
<td>2</td>
<td>0.32</td>
<td>2.46</td>
</tr>
<tr>
<td>3. Nonattendance Period</td>
<td>0.81</td>
<td>1</td>
<td>0.81</td>
<td>6.31</td>
</tr>
<tr>
<td>4. Methods of Contact X Student Major</td>
<td>1.99</td>
<td>6</td>
<td>0.33</td>
<td>2.58</td>
</tr>
<tr>
<td>5. Methods of Contact X Nonattendance Period</td>
<td>0.74</td>
<td>3</td>
<td>0.25</td>
<td>1.90</td>
</tr>
<tr>
<td>6. Student Major X Nonattendance Period</td>
<td>1.15</td>
<td>2</td>
<td>0.58</td>
<td>4.44</td>
</tr>
<tr>
<td>7. Contact X Major X Nonattendance Period</td>
<td>3.06</td>
<td>6</td>
<td>0.51</td>
<td>3.97</td>
</tr>
<tr>
<td>Error (within cell)</td>
<td>22.85</td>
<td>178</td>
<td>0.128</td>
<td></td>
</tr>
</tbody>
</table>

$^a .95^F(3,178) = 2.66^8$

$^a .95^F(1,178) = 3.90$

$^a .95^F(2,178) = 3.05$

$^a .95^F(6,178) = 2.15$

---

$^8$Snedecor and Cochran, op. cit.
Findings Regarding Student Major

As indicated in line 2, Table 11, there were no statistical differences between the dropout rates of the three student majors at the .05 level. It made no difference what the declared major of the student was. The Null hypothesis was tenable.

Findings Regarding the Attendance Period

As indicated in line 3, Table 11, the dropout rate between Triweeks 1 and 2 differed significantly at the .01 level. The mean dropout rates for these triweek periods are presented in Table 12.

In Table 12, 1.28 indicates that 28 percent of the students in Triweek 1 did not drop out after being contacted by someone from the Adult School. The 1.14 indicates that in Triweek 2, 14 percent of the students contacted did not drop out of school after being contacted. The adult students who were contacted after one absence during Triweek 1 had a significantly higher continuation rate than students who were contacted after one absence during Triweek 2.
<table>
<thead>
<tr>
<th>Nonattendance Period</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triweek 1</td>
<td>1.28</td>
<td>0.45</td>
<td>96</td>
</tr>
<tr>
<td>Triweek 2</td>
<td>1.14</td>
<td>0.35</td>
<td>106</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.208</td>
<td>0.407</td>
<td>202</td>
</tr>
</tbody>
</table>

Code: 1 = Dropout  
2 = Completed Course
Figure 4

SCHEMATIC REPRESENTATION OF THE METHOD X MAJOR INTERACTION

LEGEND:
- High School Diploma
- Vocational Education
- Avocational Education

Student Dropout (in Percent)

Method of Contact Group
Findings Concerning Interactions.

In addition to main effects in the preceding analysis, the interactions between the independent variables were also of interest. The three first order interactions, method X majors, method X attendance period and period X major X attendance are presented below.

**Methods of Contacting Students X Student Major.** As indicated in line 4, Table II, there is a significant interaction at the .05 level between the methods of contacting students and student major. The dependent variable was the dropout rate of students after they were contacted via one of four methods. The interactions are depicted in Figure 4.

The small differences in the first three methods of contact—personal, telephone, and letter—in contrast to the large differences in the control group, specify the nature of the interaction. In large measure the avocational group mentioned previously that achieved a 95 percent return attendance rate was responsible for the statistically significant findings.

**Methods of Contacting Students X Nonattendance Period.** As indicated in line 5, Table II, the interactions between
methods used to contact students by nonattendance period discerned no significant differences. The Null hypothesis was accepted as tenable.

Student Major X Nonattendance Period. As indicated in line 6, Table 11, the interactions between major and non-attendance period was significant at the .05 level. These interactions are depicted in Figure 5.

The differences between the triweek periods for high school diploma is small in comparison with those for vocational and avocational majors. The large differences in the avocational group are attributable to the 95 percent return rate of students in the aforementioned avocation class.

Method of Contact X Student Major X Nonattendance Period. As indicated in line 7, Table 11, the 4 x 3 x 2 way analysis of variance allows the investigator further refinement by developing interaction matrices of the three major independent variables. Since there is no single depiction of this type of analysis, the second order interaction is shown by the following schematics in Figure 6(a,b).
Figure 5

SCHEMATIC REPRESENTATION OF THE STUDENT MAJOR X NONATTENDANCE PERIOD INTERACTION

LEGEND: — Triweek 1
        —— Triweek 2

Student Dropout (In Percent)

High School Diploma | Vocational Education | Avocational Education

Student Major
Figure 6(a)(b)

SCHEMATIC REPRESENTATION OF THE METHOD OF CONTACT X STUDENT MAJOR X NONATTENDANCE PERIOD

LEGEND:
- - High School Diploma
--- Vocational Education
... Avocational Education

Triweek 1

Triweek 2

Student Dropout (In Percent)
The obvious difference between the pattern of Tri-week 1 and Tri-week 2 derives from the extremely high attendance rate for the avocation education-control class in Tri-week 1. This difference is attributable to the individuals of a single class mentioned previously who achieved an unusually high (95%) return attendance rate.

**Reenrollment Data**

The reenrollment data responded to the following hypotheses, $H_1$, $H_2$, and $H_3$. The reenrollment measurement for this study analysis was $1 = $ yes the student did reenroll in adult school, and $2 = $ no the student did not reenroll in adult school. Student transcript requests from other districts were included in the reenrollment measures.

**Findings Regarding Method**

As indicated in line 1, Table 13, the differences between the effectiveness of the four methods of contacting adult students in promoting reenrollment were not significant at the .05 level. The Null hypothesis was retained and the Scheffé procedures were not required.
Table 13

SUMMARY TABLE FOR THE FACTORIAL ANALYSIS OF VARIANCE OF STUDENT REENROLLMENT DATA WITH METHODS OF CONTACT, STUDENT MAJOR AND ATTENDANCE PERIOD AS FACTORS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Methods of Contact</td>
<td>0.73</td>
<td>3</td>
<td>0.24</td>
<td>1.62</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>2. Student Major</td>
<td>0.29</td>
<td>2</td>
<td>0.15</td>
<td>0.97</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>3. Nonattendance Period</td>
<td>0.53</td>
<td>1</td>
<td>0.53</td>
<td>3.49</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>4. Methods of Contact X Student Major</td>
<td>2.85</td>
<td>6</td>
<td>0.48</td>
<td>2.85</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>5. Methods of Contact X Nonattendance Period</td>
<td>1.12</td>
<td>3</td>
<td>0.37</td>
<td>2.47</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>6. Student Major X Nonattendance Period</td>
<td>0.18</td>
<td>2</td>
<td>0.09</td>
<td>0.59</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>7. Method of Contact X Student Major X Nonattendance Period</td>
<td>1.13</td>
<td>6</td>
<td>0.19</td>
<td>1.25</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>Error (within cell)</td>
<td>26.80</td>
<td>178</td>
<td>0.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> \( F(3,178) = 2.66 \)

\( .95^F(1,178) = 3.90 \)

\( .95^F(2,178) = 3.05 \)

\( .95^F(6,178) = 2.15 \)

\(^9\) Snedecor and Cochran, op. cit.
Findings Regarding Student Major

As indicated in line 2, Table 13, the differences between the reenrollment rates of the three student majors were not significant at the .05 level. The Null hypothesis was retained and the Scheffé procedures were not required.

Findings Regarding the Attendance Period

As indicated in line 3, Table 13, the differences between the reenrollment rate and Triweeks 1 and 2 did not differ significantly at the .05 level. The Null hypothesis was tenable.

Findings Concerning Interactions

In addition to main effects in the preceding analysis the interactions between the independent variables were also of interest. The three first order interactions, method X majors, method X attendance period and period X major X attendance are presented below.

Methods of Contacting Students X Student Major. As indicated in line 4, Table 13, there is a significant interaction at the .05 level between methods of contacting students and student major. The dependent variable was the reenrollment rate of students after they were contacted via
Figure 7

SCHEMATIC REPRESENTATION OF THE METHOD X MAJOR INTERACTION

LEGEND: ______ High School Diploma
|--------| Vocational Education
|--------| Avocational Education

Reenrolled Students (In percent)

Methods of Contact Group

Personal  Telephone  Letter  Control
one of four methods. The interactions are depicted in Figure 7.

The small differences in the first three methods of contact, personal, telephone and letter, in contrast to the large differences in the control group specify the nature of the interaction. In large measure, the avocational group mentioned previously that achieved a 95 percent return attendance rate was responsible for the statistically significant findings.

Methods of Contacting Students X Nonattendance Period. As indicated in line 5, Table 13, the interactions between methods used to contact students by nonattendance period discerned no significant differences. The Null was retained as tenable.

Student Major X Nonattendance Period. As indicated in line 6, Table 13, the interactions between major and nonattendance period were not significant at the .05 level. The Null was accepted as tenable.

Method of Contact X Student Major X Nonattendance Period. As indicated in line 7, Table 13, the 4 x 3 x 2 way analysis of variance was used to determine interactions
between methods by major by period discerned no significant differences at the .05 level. The Null hypothesis was retained as tenable.

ADDITIONAL DESCRIPTIVE VARIABLES

An investigation was made of two additional descriptive variables: (1) sex of student, and (2) time of day classes were offered, to determine if these variables were associated with attendance performance. These findings are presented as follows.

Return Attendance by Sex

The F ratio 8.68 was significant at the .01 level. Therefore the Null hypothesis was rejected. Men returned to class (32.04%), after being contacted in higher proportions than women (14.5%). See Tables 14 and 15.

Dropout Patterns by Sex

The F ratio 7.78 was significant at the .01 level. Therefore the Null hypothesis was rejected. Women dropped out of school in higher proportions (84%) than men (66%). See Tables 16 and 17.
Table 14

ANALYSIS OF VARIANCE OF ATTENDANCE RETURN RATE FOR MALES VS. FEMALES

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F a</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>11,992.06</td>
<td>11,992.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>200</td>
<td>276,227.09</td>
<td>1,138.14</td>
<td>8.68</td>
<td>P &lt; .01</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>288,219.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ F = 3.89^{10} \]
\[ .95 (1,200) \]

10Ibid.

Table 15

DESCRIPTIVE STATISTICS FOR RETURN ATTENDANCE PROPORTION FOR MALES AND FEMALES

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>32.04</td>
<td>45.39</td>
<td>53</td>
</tr>
<tr>
<td>Women</td>
<td>14.52</td>
<td>33.80</td>
<td>149</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19.12</td>
<td>37.87</td>
<td>202</td>
</tr>
</tbody>
</table>
Table 16

ANALYSIS OF VARIANCE STATISTICS FOR DROPOUT BY STUDENT SEX

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>200</td>
<td>32.02</td>
<td>0.16</td>
<td>7.78</td>
<td>P &lt; .01</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>33.27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ F = 3.88^{11} \]

\[ .95 (1,200) \]

\[ ^{11} \text{Ibid.} \]

Table 17

DESCRIPTIVE STATISTICS FOR DROPOUT PATTERNS BY SEX OF STUDENT

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.34</td>
<td>0.48</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>1.16</td>
<td>0.37</td>
<td>149</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.21</td>
<td>0.41</td>
<td>202</td>
</tr>
</tbody>
</table>
Reenrollment Attendance Patterns by Sex

The F ratio 3.42 was not significant at the .05 level. Therefore, the Null hypothesis was accepted as tenable that there are no differences in the reenrollment attendance patterns between men and women adult students. See Tables 18 and 19.

Time of Day Classes Were Offered

This variable was included in the study to investigate the differences in attendance patterns according to the time of day classes were offered. Five class times were studied. They were 8:00 a.m., 9:00 a.m., 12:00 noon, 7:00 p.m. and 8:00 p.m. See Tables 20 and 21.

Return Attendance by Time of Day

As indicated in Tables 20 and 21 there was a significant difference on the effect of return attendance proportions and the time of day classes were offered. The F ratio of 3.19 was significant at the .05 level, indicating a rejection of the Null. The highest return rate was noted at 9:00 a.m. (30.34%) and the lowest was noted at 8:00 a.m. and 8:00 p.m.
Table 18

ANALYSIS OF VARIANCE STATISTICS FOR REENROLLMENT PATTERNS BY SEX OF STUDENT

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
<th>Probability Under H₀</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>0.57</td>
<td>0.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>200</td>
<td>33.28</td>
<td>0.17</td>
<td>3.42</td>
<td>p &gt; .05</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>33.85</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ F = \frac{3.88}{1,200} = 3.88^{12} \]

\[^{12}\text{Ibid.}\]

Table 19

DESCRIPTIVE STATISTICS FOR REENROLLMENT PATTERNS BY SEX OF STUDENT

<table>
<thead>
<tr>
<th>Sex</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1.70</td>
<td>0.46</td>
<td>53</td>
</tr>
<tr>
<td>Female</td>
<td>1.82</td>
<td>0.39</td>
<td>149</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1.79</td>
<td>0.41</td>
<td>202</td>
</tr>
</tbody>
</table>
Table 20

ANALYSIS OF VARIANCE STATISTICS FOR RETURNED ATTENDANCE BY TIME OF DAY CLASSES WERE OFFERED

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4</td>
<td>17,548.38</td>
<td>4,387.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>197</td>
<td>270,670.77</td>
<td>1,373.96</td>
<td>3.19</td>
<td>p &lt; .05</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>288,219.15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> \( F_{4,197} = 2.41^{13} \) .95

<sup>13</sup> Ibid.

Table 21

DESCRIPTIVE STATISTICS FOR RETURN ATTENDANCE PROPORTION BY TIME OF DAY

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800</td>
<td>0.000</td>
<td>0.000</td>
<td>10</td>
</tr>
<tr>
<td>0900</td>
<td>30.34</td>
<td>44.84</td>
<td>67</td>
</tr>
<tr>
<td>1200</td>
<td>11.03</td>
<td>29.06</td>
<td>61</td>
</tr>
<tr>
<td>1900</td>
<td>19.27</td>
<td>38.93</td>
<td>60</td>
</tr>
<tr>
<td>2000</td>
<td>0.000</td>
<td>0.000</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19.12</td>
<td>37.87</td>
<td>202</td>
</tr>
</tbody>
</table>
Table 22

ANALYSIS OF VARIANCE STATISTICS FOR DROPOUT
BY TIME OF DAY CLASSES WERE OFFERED

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F^a</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4</td>
<td>1.94</td>
<td>0.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>197</td>
<td>31.33</td>
<td>0.16</td>
<td>3.05</td>
<td>P &lt; .05</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>33.27</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^a \frac{F(4,197)}{.95} = 2.41^{14}

14 Ibid.

Table 23

DESCRIPTIVE STATISTICS FOR DROPOUT BY TIME
OF DAY CLASSES WERE OFFERED

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800</td>
<td>1.00</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>0900</td>
<td>1.33</td>
<td>0.47</td>
<td>67</td>
</tr>
<tr>
<td>1200</td>
<td>1.13</td>
<td>0.34</td>
<td>61</td>
</tr>
<tr>
<td>1900</td>
<td>1.20</td>
<td>0.40</td>
<td>60</td>
</tr>
<tr>
<td>2000</td>
<td>1.00</td>
<td>0.00</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.21</td>
<td>0.41</td>
<td>202</td>
</tr>
</tbody>
</table>
### Table 24

**ANALYSIS OF VARIANCE STATISTICS FOR REENROLLMENT PATTERNS BY TIME OF DAY CLASSES WERE OFFERED**

<table>
<thead>
<tr>
<th>Source</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F</th>
<th>Probability Under Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>4</td>
<td>0.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Groups</td>
<td>197</td>
<td>0.16</td>
<td>2.22</td>
<td>P &gt; .05</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ F_{15} = \frac{2.41^{15}}{.95 (4,197)} \]

15\cite{Ibid.}

### Table 25

**DESCRIPTIVE STATISTICS FOR REENROLLMENT PATTERNS BY TIME OF DAY CLASSES WERE OFFERED**

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Mean (%)</th>
<th>Standard Deviation (%)</th>
<th>Cell Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800</td>
<td>1.80</td>
<td>0.42</td>
<td>10</td>
</tr>
<tr>
<td>0900</td>
<td>1.67</td>
<td>0.47</td>
<td>67</td>
</tr>
<tr>
<td>1200</td>
<td>1.84</td>
<td>0.37</td>
<td>61</td>
</tr>
<tr>
<td>1900</td>
<td>1.85</td>
<td>0.36</td>
<td>60</td>
</tr>
<tr>
<td>2000</td>
<td>2.00</td>
<td>0.00</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.79</td>
<td>0.41</td>
<td>202</td>
</tr>
</tbody>
</table>
Dropout Patterns by Time of Day

The F ratio 3.05 was significant at the .05 level. Therefore the Null hypothesis was rejected. The highest dropout rates occurred at both 8:00 a.m. and 8:00 p.m., with the lowest dropout rate occurring at 9:00 a.m. See Tables 22 and 23.

Reenrollment Attendance Patterns by Time of Day Classes Were Offered

The F ratio 2.22 was not significant at the .05 level. Therefore, the Null hypothesis was tenable that there are no differences in the reenrollment attendance patterns and the time of day classes are offered to adults. See Tables 24 and 25.

SUMMARY

The purpose of this study was to determine the effectiveness of four methods of contacting nonattending adult students with a message inviting them to return to the San Juan Unified School for Adults.

Adult students were contacted by community volunteers via one of three ways: (1) the students were contacted personally at home or office, (2) the students were contacted
by telephone at home or the office, (3) the students were contacted by letter, and (4) a control group was established and students assigned to this category were not contacted by anyone from the adult school concerning their personal attendance patterns.

Two attendance periods, September 15 to October 3, 1975, and October 6 to October 24, 1975 were designated as Triweeks 1 and 2. These time periods were designed to investigate attendance patterns and dropout and re-enrollment rates within specific time periods.

Three student educational majors were also designed in this investigation to study the attendance patterns for those who elect an academic track that leads to a (1) high school diploma, (2) a vocational skill or trade, and/or (3) a hobby, self-awareness course such as those offered in the avocational course selections, i.e., painting, music. Students enrolled in any of the three tracks are free to take courses across a wide spectrum of offerings in the adult school program.

The statistical analysis performed was a method by major by attendance period factorial analysis of variance giving both main and interaction effects. The statistical
results failed to confirm the investigator's hypothesis that contacting non-attending adult students would result in a higher return attendance rate, would lower student dropout rates and/or provide higher student reenrollment rates. In fact, the statistically significant results obtained were in favor of the non-contacted group; however, these data were probably spuriously inflated due to the contributions made by one unusually effective classroom teacher.

It was found that absentees from the first three-week term returned in higher proportion than absentees in the second three-week period. There were significant findings at the .01 level for nonattendance periods for (1) return attendance percentage and (2) student dropout.

In this study, men returned to class in significantly higher proportions and dropped out in significantly lower proportions than women after being contacted by someone from the adult school.

Classes starting at 9:00 a.m. had the highest return rate and lowest dropout rate, while classes starting at 8:00 a.m. and 8:00 p.m. had the lowest rate of return and highest dropout rate. The time of day classes were
offered did not have a significant difference on the re-enrollment rates of students in this study.
Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the relative effectiveness of four methods of contacting nonattending adult students with an invitation message to return to class. The contactors were high school volunteers with the four methods used to contact adults (1) by seeing them personally, (2) by telephoning them, (3) by writing the nonattenders a letter, or (4) the control group by no contact.

The primary factors of the design included (1) two of three weeks each (September 15-October 3, 1975, and October 6-October 24, 1975); (2) three educational student majors (high school diploma students, vocational education students, and avocational education students); and (3) four methods of contacting students (by personal contact, by telephone, by letter, and by no contact of students). Two additional variables were added to this study: (1) sex of student and (2) time of day classes were offered.

The dependent variables of the study were determined by the official San Juan Unified School District
attendance records for adults. The outcomes of the study were categorized as follows:

1. Return Attendance Rate -- the proportion of classes a nonattender attended for the remainder of the semester (term) after he/she had been contacted by a volunteer counselor and returned to class.

2. Dropouts -- the proportion of nonattenders who dropped out of school completely after being contacted by a volunteer counselor.

3. Reenrollment Rate -- the proportion of nonattenders who were contacted by a volunteer returned or did not return the same semester, but who did reenroll for the subsequent spring 1976 adult school term in either the San Juan Unified Adult Education Program or any other Adult Education Program.

SUMMARY OF FINDINGS

Findings of Return Attendance Rates

1. Summary of Findings Regarding Return Attendance Rates for the Four Methods of Contacting Students.
There was a significant F-ratio difference in the four methods of contacting students and the classroom return attendance rates. The control group students had a significantly better return rate than the other three contact groups. The Scheffé Post Hoc Procedures indicated that the control group had a significantly higher return attendance rate than the group contacted by letter. All of the individuals in the avocational control group were from the same class, and all returned to finish the semester.

2. Summary of Findings Concerning Student Major and Return Attendance Rates.

These findings were not significant. The data fail to support the hypothesis that absentees from avocational education majors returned in higher proportions than absentees from vocational education or high school diploma classes.

There was a significant F-ratio difference between Triweeks 1 and 2 and the classroom return attendance rates. Students returned during the first triweek period in significantly higher proportions than those contacted in Triweek 2.

4. Summary of Findings Concerning the Interactions Between Methods of Contacting Students by Student Education Major and Return Attendance Rates.

There was a significant interaction between the methods of contacting students and the student's major. The high return attendance rate of the avocational education control group was responsible for these results.

5. Summary of Findings Concerning Methods of Contacting Students by Nonattendance Periods and Return Attendance Rates.

These findings were not significant. The data were insufficient to indicate the differences between the attendance rates of the two nonattendance periods for the four contact groups.
6. Summary of Findings Concerning Student Major by Nonattendance Period and Return Attendance Rates.

There was a significant interaction between student major and nonattendance periods upon classroom return attendance rates. The high return attendance rate of the avocational education control group was responsible for these results.

7. Summary of Findings Concerning Method of Contact by Student Major by Nonattendance Period and Return Attendance Rates.

There was a significant methods-by-major-by-periods interaction upon the classroom return attendance rates. The high return attendance rates of the avocational education control group were responsible.

Findings of Dropout Rates

1. Summary of Findings Concerning Dropout Rates for the Four Methods of Contacting Students.

These findings were not significant. The data fail to indicate any differences between the dropout rates of the four contact
method groups.

2. Summary of Findings Regarding Student Major and Dropout Rates.

These findings were not significant. The data were insufficient to indicate that absentees from avocational education majors dropped out in higher proportions than absentees from vocational education or high school diploma classes.

3. Summary of Findings Regarding the Nonattendance Periods and Dropout Rates.

The findings were significant that students dropped out less after being contacted during Triweek 1 than during Triweek 2.

4. Summary of Findings Concerning the Interactions Between Methods of Contacting Students by Student Education Majors and Dropout Rates.

There was a significant F-ratio difference in the interactions between methods by major and the dropout rate. The unusual dropout rate of the avocational education
control group was responsible for these results.

5. Summary of Findings Concerning the Methods of Contacting Students by Nonattendance Period and Dropout Rates.

These findings were not significant. The data were insufficient to indicate the differences between the dropout rates of the two nonattendance periods and the four contact method groups.

6. Summary of Findings Concerning Student Major by Nonattendance Period and Dropout Rates.

The interactions between the student major by nonattendance period and dropout were significant. The unusual dropout rates of the avocational education control group were responsible.

7. Summary of Findings Concerning Method of Contact by Student Major by Nonattendance Period and Dropout Rate.

The interactions between methods by majors by periods were significant. The unusual dropout rate of the avocational
Findings of Reenrollment Rates

1. Summary of Findings Regarding Reenrollment Rates for the Four Methods of Contacting Students.

   These findings were not significant. The data fail to indicate any differences between the reenrollment rates of the four contact method groups.

2. Summary Findings Concerning Student Major and Reenrollment Rates.

   These findings were not significant. The data were insufficient to indicate that absentees from avocational education majors reenrolled in higher proportions than absentees from vocational education or high school diploma classes.

3. Summary Findings Concerning the Nonattendance Period and Reenrollment Rates.

   These findings were not significant. The data fail to indicate any differences between the reenrollment rates of Triweeks 1 and 2.
4. Summary Findings Concerning the Interaction Between Methods of Contacting Students by Student Major and Reenrollment Rates.

There was a significant interaction between methods of contact and student major and the reenrollment rate of students. The unusual reenrollment rate was a result of the avocational education control group mentioned previously.

5. Summary Findings Concerning the Interactions Between Methods of Contacting Students by Non-attendance Period and Reenrollment Rates.

These findings were not significant.

The data were insufficient to indicate the differences between the contact methods used and Triweeks 1 and 2 and reenrollment.

6. Summary Findings Concerning the Interactions Between Student Major by Nonattendance Period and Reenrollment Rate.

These findings were not significant.

The data were insufficient to indicate the differences between the student majors and Triweeks 1 and 2 and reenrollment.
7. Summary Findings Concerning the Interactions Between Methods of Contacting Students by Student Major by Nonattendance Period and Reenrollment Rate.

These findings were not significant. The data were insufficient to indicate the differences between the methods of contact and student majors and Triweeks 1 and 2 and reenrollment.

8. Summary Findings Concerning Return Attendance by Sex of Student.

The F-ratio was significant. Men returned to class in higher proportions, after being contacted by someone from the adult school, than women.

9. Summary Findings Concerning Dropout Patterns by Student Sex.

The F-ratio was significant. Women dropped out of school in higher proportions than men.

10. Summary Findings Concerning Reenrollment Attendance Patterns by Student Sex.
These findings were not significant. The data were insufficient to determine the differences between reenrollment and student sex.

11. Summary Findings Concerning Return Attendance by Time of Day Classes Were Offered.

There was a significant difference upon the effect of return attendance proportions and the time of day classes were offered. The highest return rate was at 9:00 a.m. and the lowest return rate was noted at 8:00 a.m. and 8:00 p.m.

12. Summary Findings Concerning Dropout Patterns by Time of Day Classes Were Offered.

The F-ratio was significant. The highest dropout rates occurred at both 8:00 a.m. and 8:00 p.m. and the lowest dropout rates occurred at 9:00 a.m.

13. Summary Findings Concerning Reenrollment Patterns by Time of Day Classes Were Offered.

These findings were not significant. The data were insufficient to determine the
differences between reenrollment patterns and time of day classes were offered.

CONCLUSIONS

As a result of the research in this study, the investigator makes the following conclusions:

1. The data fail to support the hypothesis that personal contact of students is more effective than the other methods of contact in return attendance, dropout, or reenrollment rates.

2. The data fail to support the hypothesis that avocational education majors returned with greater regularity than vocational education or high school diploma students in return attendance, dropout, or reenrollment rates.

3. The data fail to support the hypothesis that nonattenders during the first three weeks of class attend subsequent classes with more regularity than nonattenders in the second three weeks of class in return attendance, dropout, or reenrollment rates.
4. The data fail to support the hypothesis that female students returned with greater regularity than males. Women students dropped out of school in higher proportions than men.

5. The data fail to support the hypothesis that nonattenders in evening classes attend subsequent classes with more regularity than in morning classes. The highest student return attendance rate was noted at 9:00 a.m., while the lowest student return attendance rate was noted at both 8:00 a.m. and 8:00 p.m. The highest student dropout rate was noted at both 8:00 a.m. and 8:00 p.m., while the lowest dropout rate was noted at 9:00 a.m.
RECOMMENDATIONS FOR FURTHER INVESTIGATION

1. It is recommended that paid, full-time professional staff members be an integral part of the link between the school and the community.

2. It is recommended that only adults, and possibly those who have been through an adult school setting, be part of the outreach team. This team should be composed of professional counselors, psychologists, teachers, administrators and students who would work closely with the building principal.

3. It is recommended that each of the four methods used to contact students in this study be thoroughly researched so that the greatest utilization of available resources be used.

4. It is recommended that adult schools, perhaps in consortium, become committed to adult dropout problems and devise a follow-up system on all students.
APPENDIX A

INVITATION MESSAGE

I'm ________________, representing San Juan
(contactor's name)
Unified Adult School.

We are interested in students like yourself who have been attending class and have been absent lately.

We are interested in you, and want to do everything possible so you will feel comfortable in returning to class.

Your teacher, ________________ tells me that
(name)
you have not missed too much work, and he/she would very much like to have you call him/her at ________________ to
(number)
give you any assistance with your class work.

We all feel that our Adult School program is very important, and the success or failure of that school depends upon whether we are truly serving our students such as you. We will look forward to your return in the near future. Is there anything I can do right now that will be of assistance to you?

Thank you. Good luck.
Our records indicate that you have registered and attended class with the San Juan Adult Education program.

In surveying our attendance records, we noticed that recently you missed your class. We are concerned about your absence and want you to know that we are here to serve you in every way possible toward the realization of your educational goal.

This letter is our way of saying you have been missed and we want you to return very soon. Please feel free to call my office or your instructor if we can help in any way. We will do everything we can to provide assistance to you. We realize that your personal life must take precedence and that situations arise over which you have no control. If you have not already done so, please call any one of us and leave a message as to your anticipated return. We will understand.

My staff and I are always willing to assist students in every way possible. To be effective we must hear from you so we can provide for you, and all of our citizens, the best educational services possible.

Thank you for this opportunity to be of service to you, and I sincerely hope we hear from you and see you in school again very soon.

Sincerely yours,

Joseph A. Brewer
Principal

JAB:dh
# REQUEST FOR STUDENT VOLUNTEER

**DATE** __________________________

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APPENDIX D

EASTERN ADULT CENTER DAILY ATTENDANCE

TEACHER'S NAME:

COURSE CODE NUMBER: DATE:

CIRCLE TIME AM PM NIGHT

STUDENT'S NAME:

DO YOU WANT TO CONTACT YOUR STUDENT?

WOULD YOU PREFER THAT WE CONTACT HIM/HER?

IF YOU CONTACTED YOUR STUDENT, WHAT METHOD DID YOU USE?

TELEPHONE CONTACT PERSONAL CONTACT CONTACT BY LETTER

WHAT DATE DID YOU CONTACT HIM/HER?

WHAT WAS HIS/HER REASON FOR NOT ATTENDING CLASS?

WILL HE/SHE RETURN TO CLASS?

WHEN?
APPENDIX E

Course Code No._______ Date _______ Receipt No._____  
Name ___________________ Phone ___________       
(LAST) (FIRST)  
Address ___________________ (STREET) ________ (CITY) ________ (ZIP CODE)  
Male _____ Female _____ Date of Birth ________  
Subject _________________ Instructor ___________  
School _________________ Room ___________________  
Days: ______ and _______ Time: ______ to ______

SCHOOL DISTRICT OF RESIDENCE ___________________  

SCHOOL DISTRICT OF RESIDENCE ___________________  

Course Code No._______ Date _______ Receipt No._____  
Name ___________________ Phone ___________       
(LAST) (FIRST)  
Address ___________________ (STREET) ________ (CITY) ________ (ZIP CODE)  
Male _____ Female _____ Date of Birth ________  
Subject _________________ Instructor ___________  
School _________________ Room ___________________  
Days: ______ and _______ Time: ______ to ______

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Total Hrs. 

E.ae.3, Rev. 7-74
APPENDIX F

SAN JUAN UNIFIED SCHOOL DISTRICT

Adult Education Attendance Record

Quarter, 19___ School________________ Day(s)___Time____
Class________________ Course #_________ Teacher __________

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BE SURE TO PUT IN TOTALS

DIRECTIONS

On this sheet, list alphabetically the names of students 21 years of age and over enrolled for 10 or more hours of classes per week. After each name, indicate total hours of attendance for the CALENDAR MONTH in the appropriate MONTH column.

Turn folder in to office after last class of each month. Folder will be returned to you after attendance is recorded.

At the end of the quarter, total each student's attendance.

E.ae.5
Rev. 2-70
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