To the Graduate Council:

I am submitting herewith a thesis written by James J. Atchley entitled "A Study of the Adult Education Program at Paw Paw, Michigan, to Assess the Efficacy in Meeting Students' Needs." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial Education.

Gerald K. LaBorde, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

A STUDY OF THE ADULT EDUCATION PROGRAM AT PAW PAW, MICHIGAN, TO ASSESS THE EFFICACY IN MEETING STUDENTS' NEEDS

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

James J. Atchley

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James J. Atchley

ABSTRACT

The Adult Community Education Program at Paw Paw, Michigan, is one of many rapidly growing programs throughout the country. The program is set up and sponsored through general funds of the Paw Paw School District, Paw Paw, Michigan.

The academic courses taught in the program are such as those found in day school, along with technical and vocational courses. The program is designed to provide for those unable to read or write, yet seeking a high school diploma as well as for the college graduates who return to improve themselves or learn to type, weld or do woodworking for their enrichment.

The purpose of this study was to determine if the Adult Community Education Program at Paw Paw, Michigan, was meeting the individual needs of the students.

The primary concerns researched were:

1. Reasons for enrolling in program
2. Did the program services meet their needs
3. Did subject areas meet their needs

A questionnaire was prepared to obtain information concerning these above areas.

Although definite conclusions could not be made from the data collected regarding student needs being met by the program, it appears that most students enrolled in the program are satisfied with the subject areas. Thirty-eight percent of the students indicated self or job improvement as the reason for attending the program. Sixty percent in-

dicated their desire was to secure their high school diploma.

It was recommended that a more comprehensive survey of the total community be made to plan the school program. It was further recommended that additional equipment and materials be considered for the skill areas. It is also recommended that a study be conducted to determine the need for vocational adult programs.

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CHAPTER I

INTRODUCTION

What is Community Education? Is it merely the education for an organized body?

> The point to be emphasized is that a community is not merely a political unit or a geographical unit or a commercial unit; it is pre-eminently a social unit. Thus, . . . we may say that a community consists of people who live in a more or less contiguous area and are engaged in such social processes and relationships as may normally arise in the pursuit of the chief concerns of life.[1]

Olsen has given a clear picture of a local situation, where people are somewhat bonded together by common interest, common needs, and common goals. The Community Education provides this means where by people can come together under an organized structure and fulfill their interests, needs, and/or goals.

> There is more than a verbal tie between the words common, community, and communication. Men live in a community in virtue of the things which they have in common, and communication is the way in which they come to possess things in common. What they must have in common in order to form a community or society are aims, beliefs, expectations, knowledge--a common understanding--"life-mindedness" as the sociologists say. Such things cannot be passed physically from one to another like bricks. They cannot be shared as persons would share a pie by dividing it into physical pieces. The communication which insures participation in a common understanding is one which secures similar emotional and intellectual disposition--like ways of responding to expectation and requirements.
>
> Persons do not become a society by living in physical proximity, any more than a man ceases to be socially influenced by going so many feet or miles removed from others. A book or letter may institute a more intimate association between human beings separated thousands of miles from each other than exists between

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[1]Edward G. Olsen, The School and Community Reader, The Macmillan Co., New York, 1963, p. 362.

> dwellers under the same roof. Individuals do not even compose a social group because they all work for a common end. The parts of a machine work with a maximum of co-operativeness for a common result, but they do not form a community. If, however, they were all cognizant of the common end and all interested in it so that they regulated their specific activity in view of it, then they would form a community. But this would involve communication. Each would have to know what the other was about and would have to have some way of keeping the other informed as to his own purpose and progress. Consensus demands communication.[2]

To properly fulfill the complete analysis of the term community education, we must also give scrutiny to the word education. Dictionary definitions tend to place education in a very structured traditional setting of a combination of teaching and learning. Such a limited definition, however, does not display the potential of the term in bringing about change. A more relevant definition by H. G. Wells stated that, "Education is the preparation of the individual for the community,"[3] or by John Dewey, who defines education as, "That reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience."[4]

The Adult Community Education Program at Paw Paw, Michigan, is set up and sponsored through general funds of the Paw Paw School District. The academic courses taught in the program are those found in day school. The program is designed to provide remedial education for those unable to read or write and general subjects for those seeking a high school

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[2]John Dewey, Democracy and Education, The Macmillan Co., New York, 1963, p. 26.

[3]H. G. Wells, The Outline of History, Garden City Publishing Co., Garden City, New York, 1929, p. 1098.

[4]Dewey, op. cit., pp. 5-6.

diploma as well as subjects of general interest for college graduates. It also includes related courses to a student's field, such as courses for women wanting to become nursing aids, LPN's or RN's. There are no academic requirements for entry into the program. Students must be eighteen years of age or older and have left high school. Exceptions are sometimes made by counselors and administrators on age and day-school students.

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the Paw Paw Adult Community Education Program in meeting the needs of the students.

As the level of educational needs rise, as industry's demands for the highly skilled increases, as the unemployment rolls swell, and as long as our schools are expected to produce people who can adapt to a rapidly changing world, we must continue to research every possible avenue for answers to meet the needs of educating people.

The primary concerns in this study were:

1. Reason for the students returning to school.

2. Are program services, including subject areas, meeting the needs of the students?

3. In what ways, if any, could the program be improved to better assist students in reaching their goals.

Method and Source of Data

This study was primarily concerned with adult men and women who had enrolled in the adult community education program during the spring semester of 1975. Academically and vocationally, the program is operated by

the Paw Paw Public Schools Community Education Program at Paw Paw, Michigan. The students included in this study were no longer considered of compulsory school age, and had left or finished high school.

A questionnaire (see Appendix) was administered to the subjects to obtain their feelings regarding the Community Education Program and if it was meeting their personal needs as an enrolled student. There were suggested areas to mark as well as an opportunity for their free response concerning all the areas.

Assumption

For the purpose of this study, the assumption was made that the students would reply openly and freely and that they were capable of responding to the items. It was further assumed that any realistic revision of the adult program would require the input of the students involved in the program.

Delimitations

This study included the responses of 228 adult students enrolled in the Paw Paw Community Education Program during the spring semester of 1975. The study included both males and females.

Organization of the Study

In the succeeding chapters there is an assiduous effort to examine reasons and solutions both from related literature and the subjects of this study.

Chapter II surveys the reasons and solutions related in current literature by educators concerning the adult community education program.

The purpose of Chapter III is to show methods and procedures used to

scrutinize the students participating in the study. An attempt is made to encourage the students to assist administration by responding to the questionnaire.

The data collected from the questionnaire organized in Chapter IV significantly points to the concerns and the views of the program as seen by the students.

Chapter V will summarize the findings of this research and give recommendations based on the findings.

CHAPTER II

REVIEW OF THE LITERATURE

Robert H. Snow stated:

> No two communities are identical in their requirement for adult education service or in any other respect. Since the administrator usually must work within the framework of a single institution, it is incumbent upon him to determine in what areas his agency can make its best contribution to the total range of adult education activity in the community. When this has been established he will be further obligated to plan cooperatively with representatives of other institutions, to coordinate his efforts with theirs and, in conjunction with them, continuously appraise total community needs to insure that gaps are filled and a proper balance maintained. In many localities formally organized councils, composed of representatives from all community groupings with a special stake in adult education, assist in this function. In other places, coordination is achieved on a more informal basis through frequent, intimate contacts among members of the various agencies. Cooperative effort need not be restricted to the planning stages of a program.[1]

Hendrickson, well-known adult education leader, has defined adult education as being: "(a) voluntary on the part of the learner; (b) part-time; (c) under organized auspices . . . and (d) for persons beyond compulsory school age."[2]

Part-time voluntary participation in an education program affects teacher-student relationships and attitudes as well as teaching and learning techniques. Adults are often reluctant to return to a school setting

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[1]Robert H. Snow, Community Adult Education, G. P. Putnam's Sons, New York, New York, 1955, pp. 7-8.

[2]Andrew Hendrickson, "Adult Education," Encyclopedia of Educational Research, Third Edition, The Macmillan Co., New York, New York, 1960, p. 30.

after an absence of years. Often they need such reassurance as is offered by the National Association for Public School Adult Education in their adult handbook, "In adult learning groups, the teacher or leader is seldom a person with authority over you . . . you and the teacher will discuss problems as adults equal."[3]

In attempting to determine why adults return to school after a short or in many cases a long period since the student dropped or was forced out of school, Dobbs stated:

> The most frequently expressed dominant aim of the adults interviewed in the study was of an economic nature, however, twenty percent of those interviewed expressed their dominant aim to be of an educational nature. While more than half expressed that their main hope was economic in nature, twenty percent declared their main hope to be educational in nature.[4]

Adult community school programs should be structured in such a way as to provide for men and women to seek out and take advantage of opportunities for continued training and development. Snow stated:

> Adults are interested in performing their jobs at a higher level of skill, and in qualifying for positions of greater responsibility than those they presently occupy. This suggests an infinite number of possibilities for vocational preparation, retraining, and in-service growth experiences along industrial, commercial and distributive lines.[5]

Community school programs should incorporate successful learning experiences which enhances the student to obtain his hopes, goals, or skill level sought after. How well do adults function in formally organized

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[3]Virginia B. Warren, How Adult Can Learn More--Faster Handbook, National Association of Public School Adult Education, Washington, D. C. 1961, p. 7.

[4]Ralph C. Dobbs, "Self Perceived Educational Need of Adults," Adult Education, Vol. XVI, Number 2, Winter 1966, pp. 93-94.

[5]Snow, op. cit., p. 6.

programs? Knox and Sjogren studied the relationship between age and adult learning ability as indicated by grades earned in evening college courses at the University of Nebraska. Their conclusions stated the following:

> In general, the average older adult who is likely to show up at an adult education program is at least as intellectually able, and performs at least as well, as the average younger participant. We should recognize that for most adults, age is not importantly related to learning ability. We should concentrate on designing programs that will maximize achievement for adults of all ages.[6]

Eighteen percent of the country's population of over 25 years of age has completed less than eight years of schooling and almost 2 percent have had no formal schooling. As reported in Michigan State Department of Education, Bulletin 512, problems related to the under-education of adults assume national importance. The bleakness of this picture is reflected in the problems facing our cities today:

> 1. Increasing numbers of our under-educated adults are becoming perennial consumers of our welfare budgets because they are falling farther and farther behind the rapidly rising levels of skill demanded by our improving technology. They lack the same for taking advantage of vocational retraining programs and are becoming an increasingly larger and harder core of the chronically unemployed.
> 2. Our under-educated adults are less and less able to provide their children with guidance amid the growing complexities of modern urban life; and because of this, the stability and influence of their families is being undermined.
> 3. They are being exploited by those who prey upon the ignorant and the gullible. They are unable to recognize irresponsible and malicious propaganda and they, their families, and communities are easily misled.
> 4. Our older under-educated are wasting away in the vacuums of newfound leisure created by technological improvements and increased longevity.

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[6]Alan B. Knox, and Douglas Sjogren, "Research on Adult Learning," Adult Education, Vol. XV, Number 3, Spring 1965, p. 136.

5. Our under-educated are baffled by the complexities of life today and form a weak and shifting foundation upon which our states and national leaders depend for support in their decisions. The needs are evident; the concerns are real. They are concerns that must be faced by our schools now.[7]

Resources Which Can Be Mobilized for Adult Education

Snow stated:

> In the broad sense, providing adult education service simply means bringing together in productive ways the people who want to learn and the resources which will facilitate learning experience. What transpires at this point of contact, determines the nature, extent and direction of the growth process.
>
> To illustrate: An adult resident of our community may note frequent references to Indonesia in the daily press or in the comments of newscasters, and he may be somewhat confused as to the importance of these repeated statements. At this point he may only vaguely realize that Indonesia is a country or an area on the earth's surface somewhere in the mysterious East. In fact, he may be unable to locate Indonesia on a map or globe.
>
> Possibly this uncertainty makes him slightly uncomfortable, especially if he finds that his daily associates are glibly discussing Indonesia and are apparently quite familiar not only with its location but with its recent history, its political leaders, its economic status and its relations with the United States. He may even begin to feel that he is in danger of being "left out of things" socially, and may become a trifle dissatisfied, in a general way, with his own limited store of information. This may lead him to resolve that he too is going to acquire a working knowledge of Indonesian affairs, or at least that he will try to erect some safeguards against the hazard of public embarrassment through revelation of his ignorance.
>
> At this stage, the instrumentalities of adult education may come to his assistance. Let us assume that he takes advantage of them. He joins a discussion group located in the public library but conducted by a world affairs council, whose members are considering problems in the Far East area. Here our inquiring citizen starts to gain better perspective through exchange of information and opinion with others. He examines maps, reads books and periodicals (from the library shelves), views motion pictures, slides and filmstrips (provided by the public school system) which help to round out for him a clearer picture of life and

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[7]Michigan, State Board of Education, Department of Education, Public School General Adult Education in Michigan, Publication No. 512, Lansing, 1965, pp. 5-6.

customs among the Indonesians. A native of Indonesia who happens to be visiting the community meets with the discussion group and answers questions about his homeland. At another session a guest economist points out the world's dependence upon Indonesia for strategic raw materials. Later, the study group members decide to attend a public lecture given at a nearby college by a professor who has made a lifelong study of the Orient. A planned visit to a museum affords opportunity to view the arts and crafts of exotic lands.

Through these experiences, and other similar ones, our "student" can extend the range of his knowledge and understanding considerably. He will also discover that coming to understand Indonesia involves gaining information about a great number of related topics as well. He will not qualify as a foreign affairs specialist for the New York Times, but he probably will have sharpened his insights to some degree and become, to some extent, more at home in the world community. Furthermore, new interests which have been aroused will impel him forward in new explorations, and the techniques for study which he has learned will serve him in good stead on further journeys of the mind. These are the dividends of genuine educational experience.[8]

According to Snow, educational resources may be classified under the following headings:

a. People--willing to serve as instructors, speakers, discussion leaders, panel and symposium members, consultants, advisors, debaters, project chairmen, radio and television program participants, demonstrators, guides, counselors and cast members for psychodramas.

b. Agencies and organizations, which basically are associations of people with facilities to pursue their objectives working together for common purposes.

c. Study materials of all kinds, including books, periodicals, newspapers, pamphlets, playlets, manuals, motions pictures, filmstrips, slides, charts, models, maps and recordings.

d. Equipment, including projectors for all types of visual aids, screens, record players, sound recording devices, television and radio receivers, public address systems, blackboards, bulletin boards, display cases and the great variety of machines and apparatus associated with instruction in different subject fields.

e. Places, which may be visited for direct observation of processes, operations and articles of interest.

f. Special events and performances, which may not ordinarily be deemed educational ventures but may contribute to broadened experience for participants and spectators.

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[8]Snow, op. cit., pp. 18-20.

g. Facilities, for conducting educational enterprises such as conference rooms, auditoriums, shops, laboratories, projection rooms, studios, theaters, radio and television stations, classrooms, storage space, lounges, observatories, demonstration centers, gymnasiums, swimming pools and outdoor areas.
h. Various forms of assistance from regional or national sources, including financial grants, film library services, foundations and national organizations, universities and area study councils, network television and radio programs.[9]

Dropout Studies and Characteristics

Many dropout studies have been conducted and a variety of reasons for dropping out of school have been stated. Often the reasons, as stated by students about to leave school, are quite different in nature.

Pond and Patterson, "found that the largest number of students indicated employment as their main reason for dropping out."[10] Bowman and Mathews' study revealed that on the other hand, "dropouts showed less concern about earning a living, both during school attendance . . . and six months later after leaving school."[11]

Some of the characteristics of dropouts are stated in Michigan Department of Education, Bulletin No. 370, as follows:

Sex--more males than females leave school before graduation. Out of every 100 dropouts, approximately 60 are male 40 are female.
Intellengence--while the dropouts do not score quite as high on intelligence tests as do graduates, most dropouts are sufficiently intelligent to be educated profitably in our schools. A study in Maryland, for example, found that 49 percent of the dropouts has an I. Q. which was average or above average. (In Michigan, a Battle Creek study demonstrated that the I. Q.'s of those who return generally range from 95 to 115. Very seldom are any below 95, while frequently going above 115.)

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[9]Ibid., pp. 18-20.

[10]Sherrell E. Varner, School Dropout, Research Summary 1967-S1, National Education Association, Washington, D. C., p. 47.

[11]Ibid., p. 35.

Failure--most dropouts are failing when they leave school. Many of them have failed before. Most failures occur in the first, second, eighth and ninth grades.

Attendance--there is more truancy among dropouts than among graduates.

Transfer--dropouts show a history of more transfer from one school to another than graduates.

School activities--there is little or no participation in school activities, such as clubs or sports, among dropouts.

Family--many dropouts come from broken homes (divorce) or homes where the parents do not get along too well with each other. In addition, the parents themselves do not have much education. One study revealed that four out of five parents of dropouts were dropouts themselves.

Friends--the dropout tends to have few friends in school, associates with older youngsters, and often displays a feeling of not belonging.

Dissatisfaction--this is the reason dropouts most often give for leaving school. Sometimes the dropout means he has difficulty with his teachers, sometimes he means he needs more help than he is getting, sometimes he means he does not like his courses, and sometimes he means he is failing.

It is important to recognize that no single factor listed above is responsible for all the dropouts. It is entirely possible for a youngster to have one or more of the above characteristics and still graduate from high school. However, a realization that these are characteristics of dropouts can assist teachers and parents in meeting the special needs of a youngster.[12]

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[12]Committee on Past-Twelfth Grade Community Education, The High School Completion for Adults and out-of School Youth, Bulletin 370, the Department of Public Instruction, Lansing, Michigan, 1965, pp. 5-6.

CHAPTER III

RESEARCH PROCEDURE

This chapter deals with the manner used to collect data concerning whether the Adult Community Education Program at Paw Paw, Michigan, is meeting the needs of its students. Information was collected on the subjects regarding personal factors, such as age, occupation, and sex. The effectiveness of their program was ascertained by obtaining responses to a variety of issues concerning adult education.

It was carefully explained that only through their honest and frank replies would the questionnaire be useful to evaluate the program and possibly improve the Community Education Program. They were reminded that their responses would determine the effectiveness of the Community Education Program. The subjects were told that the questionnaire would be confidential.

A questionnaire for this study was prepared by the writer, with recommendations from C. Dean Wells, Community Education Program Director, and John P. Makowski, High School and Adult Community Education Counselor. The questionnaire was submitted to the writer's committee consisting of Dr. Gerald K. LaBorde, Professor Roe L. Reed, and Dr. Gerald Cheek, of The University of Tennessee in the Industrial Education Department. With the recommendations from the committee a suitable questionnaire was typed and reproduced. The writer conducted the survey in each of the individual classes over a period of one week. No student filled out more than one questionnaire.

The questionnaire was then used to survey two hundred twenty-eight (228) students who were enrolled in different areas of the Adult Community Education Program. The data was computed, tabulated and the remarks ranked accordingly.

CHAPTER IV

ANALYSIS OF DATA

Background of the Subjects

The analysis of data from the questionnaire was made to determine if the students, in the Adult Community Education Program at Paw Paw, Michigan, felt the program at present was meeting their needs or goals.

The following categories were used to compile the necessary data:

1. Sex and age
2. Marital status
3. Veteran
4. Level of education
5. Reasons for leaving school
6. Number of years out of school
7. Employment status
8. Reason for being enrolled in program
9. Do program services meet needs
10. Survey of free responses

These factors were collected by the use of the questionnaire and are presented in tabular and descriptive form for this study.

Age and sex. The subjects were requested to indicate their age and sex in the first section of the questionnaire. Table I presents this information. The subjects used for this study, as indicated by Table I, were approximately 39 percent male and 61 percent female. It also indicates that 87 percent of the male and 85 percent of the female subjects

TABLE I

AGE AND SEX OF SUBJECTS

Age	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
17-20	30	13	34	15	64	28
21-25	13	6	16	7	29	13
26-30	15	7	20	9	35	16
31-35	9	4	19	8	28	12
36-40	5	2	16	7	21	9
41-59	7	3	14	6	21	9
51-60	5	2	13	6	18	8
61-70	4	2	5	2	9	4
71-80	0	0	3	1	3	1
Grand Total	88	39	140	61	228	100

were 21 years of age or older. Out of the 228 subjects, 76 percent are considered beyond compulsory school age.

Subject's marital status. The subject's marital status is presented in Table II. Single subjects made up 28 percent of those, the majority were under 21 years of age. Married subjects made up 58 percent. Divorced or separated students made up 8 percent of the total. Widowed students, 6 percent of the total, indicated school provided them with something to do in the evenings.

Veteran status. Table III indicates that 39 percent of the male subjects are veterans. No female indicated being a veteran.

Level of education of students. The level of subjects' formal education is presented in Table IV. Of the 228 subjects, 13 percent indicated having only an elementary education. Only 53 percent of the respondents have some high school education, which indicated well over half are seeking a high school education. Of the remaining respondents, 20 percent have a high school diploma, 8 percent have had some post-secondary education, and 5 percent a baccalaureate degree.

Reasons for leaving high school. Table V presents the total responses given for leaving high school before receiving a diploma. Only 10 percent indicated that poor grades were the reason for leaving school. Personal reasons were indicated by 21 percent. The remaining responses fell in the categories of poor health, 5 percent; lack of interest 27 percent, financial, 8 percent; attitude of teacher, 4 percent; and other reasons, 25 percent.

TABLE II

MARITAL STATUS OF SUBJECTS

Marital Status	Number of Students	Percent
Single	63	28
Married	134	58
Divorced or Separated	17	8
Widowed	14	6
Grand Total	228	100

TABLE III

VETERAN STATUS ACCORDING TO SEX OF SUBJECTS

Veteran Status	Male	Percent	Female	Percent	Total	Percent
Yes	35	39	0	0	35	11
No	53	61	140	100	193	89

TABLE IV

LEVEL OF EDUCATION OF STUDENTS

Level of Education	Number of Students	Percent
Elementary	29	13
Some High School	121	53
High School Diploma	46	20
Some College	18	08
Baccalaureate Degree or Higher	11	05
No Response	3	01
Grand Total	228	100

TABLE V

REASONS FOR LEAVING HIGH SCHOOL BEFORE RECEIVING A DIPLOMA

Reasons	Number of Students	Percent
Poor Grades	13	10
Personal	29	21
Poor Health	8	05
Lack of Interest	37	27
Financial	11	08
Attitude of Teacher	5	04
Other	34	25
Grand Total	137	100

Other reasons stated by subjects for leaving school. (Free Response) The men responding to the other category indicated they left because they had been kick-out of school; parents or grandparents made them quit; the threat of the draft or enlistment in the army during World War II, or they had moved from the area.

The women responding to the other category indicated they left because they had gotten married and some pregnant, did not have a baby sitter and could not afford one; help provide for family and father or husband would not allow them to return. Other women indicated poor health and family sickness as reasons for leaving school.

Years out of school. The tabular data on the number of years out of school indicated by subjects without high school diplomas are presented in Table VI. Twenty-four percent of the subjects had only been out of school one year. Seventeen percent had been out of school 2-5 years, 13 percent had been out of school for 6-10 years, 11 percent had been out of school for 11-15 years, and 35 percent of the students had been out of school over 16 years.

Employment status. The data in Table VII indicates that 40 percent of its subjects are currently employed and 30 percent are unemployed or retired. Thirty percent of the females in this study were housewives.

Reasons for being enrolled in program. Data presented in Table VIII shows the reasons for the subjects being enrolled in the program. Sixty percent are enrolled in the high school diploma program, 10 percent indicated they wanted to improve themselves on the job, and 28 percent were enrolled for self-improvement or review.

TABLE VI

NUMBER OF YEARS OUT OF SCHOOL INDICATED BY THOSE SUBJECTS WITHOUT DIPLOMAS

Years	Number of Students	Percent
0-1	38	24
2-5	27	17
6-10	21	13
11-15	17	11
Over 16	57	35
Grand Total	160	100

TABLE VII

EMPLOYMENT STATUS OF SUBJECTS

Employment Status	Number of Students		Percent	
	Yes	No	Yes	No
Currently Employed	92	67	40	30
If Female, Housewife	69		30	
Grand Total	161	67	70	30

TABLE VIII

REASON FOR SUBJECTS TO BE ENROLLED IN THE PROGRAM

Reasons	Number of Students	Percent
Receive a High School Diploma	136	60
Improve Yourself on the Job	23	10
Self-improvement or Review	64	28
*Other	5	02
Grand Total	228	100

*Other reasons given included improve myself for college, learn a trade, help to get a job, pleasure, personal satisfaction and might enter college.

Did program services meet subjects' needs? Table IX presents the responses given by subjects concerning services meeting their needs. Of those subjects responding to this section of the questionnaire, 100 percent indicated the administration did meet their needs. One hundred percent indicated the faculty did meet their needs. Attendance policy, 99 percent indicated yes and 1 percent indicated no. Grading system, 100 percent indicated yes. In regard to counseling services, 97 percent indicated yes, the services did meet their needs, while 3 percent indicated they did not.

Reasons given for a "No" answer. (Free Response)

Typical responses showing why subjects indicated services did not meet their needs are listed below.

Counseling services:

1. I don't really know the counseling services
2. It's hard to get in to talk, you're too busy
3. Have not had any
4. Did not have anyone to help me

Attendance policy:

1. Transportation is a problem
2. It is hard to get here sometimes

Did program subject areas meet subjects' needs? Table X presents data from the responses to the question, "did the subject areas meet the individual needs of the subjects?" The percentages are only on those subjects who had taken or presently are taking classes at the time the questionnaire was given. Ninety-nine percent indicated English had met

TABLE IX

DID PROGRAM SERVICES MEET SUBJECTS' NEEDS

Services	Number of Students*		Percent	
	Yes	No	Yes	No
Administration	165		100	
Faculty	168		100	
Attendance Policy	154	2	99	01
Grading System	157		100	
Counseling Service	141	5	97	03

*Not all students responded to each service area; therefore, total numbers are not equal.

TABLE X

RESPONSES OF STUDENTS ENROLLED IN SUBJECT AREAS

Subject Area	Number of Students Yes	Percent	Number of Students No	Percent
English	124	99	1	01
Mathematics	67	99	1	01
Science	47	98	1	02
Social Science	107	99	1	01
Sociology	78	96	3	04
Foreign Language	17	80	2	20
Fine Arts	37	95	2	05
Physical Education	27	100		
Business	64	97	2	03
Home Economics	34	100		
Industrial Arts	57	100		

their needs; 1 percent said no. Ninety-nine percent said mathematics had met their needs; 1 percent said no. Science, 98 percent said yes; 2 percent said no. Social Science, 99 percent said yes; 1 percent said no. Sociology, 96 percent said yes; 4 percent said no. Foreign Language, 80 percent said yes; 20 percent said no. Fine Arts, 95 percent said yes and 5 percent said no. Physical Education, 100 percent indicated yes. Business, 97 percent said yes and 3 percent replied no. Home Economics and Industrial Arts had responses of 100 percent yes; their needs were met.

Survey of free responses. This section of the questionnaire allowed the students to respond freely to the question: In what way, if any, could the program be improved to assist you in reaching your personal goals? Representative statements follow:

1. Should have a driver education class in school, not just open driving. Would be helpful if you can not read, because the book is hard to understand.

2. I think it's just great.

3. Basic blueprint reading in welding.

4. Very good system you have here now.

5. Can not think of any.

6. More and better area in industrial arts--more welders and metal and rods.

7. Other than continuing to add more variety; I believe the job is being well done.

8. I think you have an excellent program.

9. I would like to talk to someone and find out what I will need

and the classes I will have to take in the field I want to go into when I go to college.

10. You should have books that we can take home to look at and to do our work in class.

11. To me the program is just fine.

12. This program is great for adults in assisting them on their goals.

13. The need for more equipment.

14. Have equipment and tools to work with.

15. More emphasis on specific self-improvement rather than general education.

16. The equipment for welding is no good; need new and better equipment.

17. Need more welding supplies.

18. Fine just the way it is, great!

19. It's a good way to get your education. I like the way they run things and the teachers are a lot nicer than day school teachers.

20. All the teachers and people I've met so far have been very helpful.

21. I take night classes for enjoyment and relaxation. The classes offered are enough to provide a good selection from which to choose.

22. So far the teachers are excellent in as far as making classes interesting, exciting and stimulating as well as beneficial.

23. I have thoroughly enjoyed my classes; my teachers and the time devoted to these classes.

24. To have more variety of sciences. I would like to have these classes also. Cooking and classes on environment, the outdoors and animals.

25. You could extend night school to five nights a week.

26. Don't know of any, but as far as I can see it's okay--as long as the teachers keep their personal contacts with the students.

27. Need more explaining--take more time in telling how to do the work.

28. Classes begin late and end late. I really feel that if both students and faculty could agree upon an earlier start it would be much better.

29. Offer technical classes in series such as Auto Mechanics I, II, and III.

30. I would like to see some or all of the following classes offered: (1) Alternative energy sources, (2) Animal husbandry and (3) How to become self-sufficient.

31. Class more than one night per week.

32. Make the things of interest to myself rather than the class project.

33. Smaller classes like first semester.

34. Oil painting class is presently too large, for the room is too crowded and the instructor too busy.

35. Looks good like it is. People I know tell me they really enjoy their classes too.

36. To try having counseling service before starting classes. To have program explained beforehand so students know what is expected.

37. By helping us to realize our own self-confidence and let us understand a little better.

38. Have hot tea on our breaks. Even if there were hot water, we could bring our own tea.

39. For the teachers to expect more from us and not be too easy.

40. More work in spelling.

41. Would like some way to determine aptitude and ability.

42. I think the program is excellent and more people should take advantage of it.

43. For my needs, I have really enjoyed my teachers and what I have learned in sewing and the time spent in woodshop.

44. I know of none. Teachers are very good and I'm learning a lot.

45. This is an excellent program.

46. I think you have a good teaching system here.

47. Have class more often instead of just one night a week.

Summary

Many of the responses given above indicated a genuine satisfaction with the atmosphere of the adult program. The frequent area of critical responses is centered around inadequate supplies and equipment. Occasionally there is a remark suggesting more individualized work and individual self-improvement.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The students enrolled in the Paw Paw Adult Community Education Program were surveyed with a questionnaire to ascertain their degree of satisfaction with the existing program. Students were asked to identify the reason for enrolling in the program, if the program had met their needs, and if the subject areas had met their needs.

Conclusions

The responses from the students surveyed in this study appear to indicate: (1) most students (60 percent) are enrolled in the program to complete the requirements for a high school diploma, (2) slightly more than one third (38 percent) are attempting to improve themselves either on the job or just review, and (3) most of the students offered favorable responses to the program services meeting their needs. Their instructions for responding to this area of the questionnaire may not have been clear, since all students did not respond to all areas. There were very few negative responses to this section of the questionnaire. It is not possible with the data collected to draw a conclusion based on all student responses since all students did not respond. The data collected from the responding students indicated their satisfaction with the program services. The writer determined that presently enrolled and former students surveyed predominantly believed that the subject areas in which they had participated had met their individual needs.

There appears to be a need for more skill or training areas based on some of the free responses given by the students. Most students reinforced their positive feeling toward the program through the statements made in the free response section of the questionnaire.

Recommendations

1. A community-wide survey be made to determine the program needs for the community.

2. Follow-up study on former students.

3. Recommend that the Guidance Department conduct an orientation program for new students and to acquaint them with the role and function of the Guidance Department.

4. Current programs to be updated with materials and equipment.

5. It is also recommended that a study be conducted to determine the need for adult vocational programs.

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APPENDIX

COMMUNITY EDUCATION SURVEY

by

James J. Atchley

This questionnaire was devised to assist us in improving the Community Education Program. We would appreciate your sincere, frank responses to the following questions. Your responses will be held in the strictest confidence and there will be no method by which you can personally be identified with your responses.

Thank you

Sex: Male_____ Female_____ Age: _____years.

Marital Status: Single_____ Married_____ Widow_____
Divorced or Separated_____

Veteran: Yes_____ No_____

Level of Education before entering this program: Elementary_____

Some High School_____ High School Diploma_____ Some College_____
Baccalaureate Degree_____

If you left Public School before receiving a diploma what was your reason for leaving?

Poor Grades_____ Personal_____ Poor Health_____

Lack of interest_____ Financial_____

Attitude of teachers_____ Other, Please state_____

If you left school before receiving a diploma how long has it been since you left?

1 year_____ 2-5 years_____ 6-10_____ 11-15_____ Over 16 years_____

Employment status:

Name of occupation_____

Currently employed: yes_____ no_____

If female, housewife: yes_____ no_____

Are you currently enrolled in this program to: (check all that apply)

1. Receive a high school diploma_____
2. Improve yourself on the job_____
3. Self-improvement or review_____
4. Other (Please state)_____

Program Services

1. Do the following services meet your needs. If no, please explain.

_____Yes A. Administration _____No Explain_____

_____Yes B. Faculty _____No Explain_____

_____Yes C. Attendance Policy _____No Explain_____

_____Yes D. Grading System _____No Explain_____

_____Yes E. Counseling Service _____No Explain_____

2. Have the following subject areas supplied you with the assistance you needed:

_____Yes _____No _____Have not taken A. English

_____Yes _____No _____Have not taken B. Mathematics

_____Yes _____No _____Have not taken C. Social Science

_____Yes _____No _____Have not taken D. Science

_____Yes _____No _____Have not taken E. Sociology

_____Yes _____No _____Have not taken F. Foreign Language

_____Yes _____No _____Have not taken G. Fine Arts (i.e. Crafts)

_____Yes _____No _____Have not taken H. Physical Education

_____Yes _____No _____Have not taken I. Business

_____Yes _____No _____Have not taken J. Home Economics

_____Yes _____No _____Have not taken K. Industrial Arts

In what way, if any, could the program be improved to assist you in reaching your personal goal?

VITA

James John Atchley was born in Johnson City, Tennessee, on March 18, 1945. He attended elementary school in Sevierville, Tennessee, and was graduated from Sevier County High School in 1964. The following September he entered East Tennessee State University where he spent the next year and six months. In March, 1966, he entered the United States Air Force and in January, 1970, was honorably discharged.

In March, 1970, Mr. Atchley entered The University of Tennessee and was awarded the Bachelor of Science Degree in Industrial Education in March, 1973. The following quarter he entered Graduate School at The University of Tennessee. In August, 1973, Mr. Atchley accepted a teaching position at the Paw Paw Public Schools, Paw Paw, Michigan.

James Atchley married the former Linda Carol Moroz of Sevierville, Tennessee. James and Linda are the parents of a son, Marc, age five and a daughter, Andrea, age four.