

**A STUDY OF THE HOUSTON COUNTY HIGH SCHOOL
DROPOUTS IN THE 1968-1969 SCHOOL YEAR**

BY

ALAN DEAN PRESSON

A STUDY OF THE HOUSTON COUNTY HIGH SCHOOL DROPOUTS
IN THE 1968-1969 SCHOOL YEAR

A Research Paper
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Alan Dean Presson 6.52

June 1969

TO THE GRADUATE COUNCIL

I am submitting herewith a research paper written by Alan Dean Presson entitled "A Study of the Houston County High School Dropouts in the 1968-1969 School Year." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Administration and Supervision and a minor in History.


Major Professor

Accepted for the Council:


Dean of the Graduate School

ACKNOWLEDGEMENT

The author would like to express his appreciation and thanks to his major professor, Dr. Fred A. Bunger, for his guidance and assistance in completing the Master of Arts requirements.

Thanks should also be extended to the principal of Houston County High, Mr. O. S. Uffelman, for his making the facilities available for the study.

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
Introduction	1
Nature of the Study	2
Importance of the Study	2
Limitation of the Study	3
Assumptions	3
Definition of Terms Used	3
Dropout	4
Extra-Curricular Activities	4
Average Daily Attendance	4
Intelligence Quotient	4
Average Grade	5
Review of Related Literature	5
Method and Procedures of the Study	7
Organization of the Research Paper	9
II. PRESENTATION AND INTERPRETATION OF DATA	10
Background Description	10
Discussion of Data	11
III. CONCLUSION	29

LIST OF TABLES

TABLE	PAGE
I. A comparison of freshman grade averages to the freshman dropouts' averages	15
II. A comparison of sophomore grade averages to the sophomore dropouts' averages	16
III. A comparison of junior grade averages to the junior dropouts' averages	17
IV. A comparison of senior grade averages to the senior dropouts' averages	18
V. Record of the average daily attendance of the students who left school and those who stayed	20
VI. Comparison of the participation in athletic extra-curricular activities	22
VII. Comparison of the non athletic extra-curricular activities participation	23
VIII. I. Q. comparison of dropouts to students who stayed (girls) .	25
IX. I. Q. comparison of dropouts to students who stayed (boys) .	26
X. Reasons for withdrawing from school.	28

CHAPTER I

INTRODUCTION

There are many problems facing educators in the United States today. One of the most serious problems that educators have to deal with is the prevention of students from dropping out of school before they graduate from the secondary level. Administrators and other school personnel throughout the country have tried many methods and techniques to encourage students to continue their education through the secondary level.

Houston County High School in Erin, Tennessee, had twenty-four students to drop out of school during the 1968-1969 school year. These twenty-four students represented 6.7% of the school population. This study was concerned with those dropouts to determine if there were any significant differences between them and the students who continued in school. The school could possibly adjust its program to lessen the number of dropouts after the differences have been found.

I. THE STUDY

Nature of the Study. The purpose of this study was to determine how potential dropouts could be recognized before they withdraw from school so that measures could be taken in an attempt to keep those students in school. The cumulative records of all the students of Houston County High School were studied. The records of all the dropouts were compared to those who completed the years' work in four areas (1) average grades; (2) average daily attendance; (3) I. Q. scores; and (4) extra-curricular activity participation. Information as to the reason the students left school was obtained and considered in this analysis.

Importance of the Study. Houston County High School had a large number of students to quit school each year. There was a need to develop criteria to recognize potential dropouts so that measures could be taken to encourage these students to stay in school. By comparing the students who quit school with those students who stayed, it was hoped that clues identifying students who might leave school before graduation could be discovered. This information would help administrators and teachers keep the potential dropouts in school.

Limitation of the Study. This study was limited to students who enrolled in Houston County High School at the beginning of the term which began in August of 1968. Persons who entered school after school was in session were not used. Persons, recently enrolling in the high school, whose records were inadequate were also excluded. This study was further limited in that the students who remained in school and the dropouts were compared only in the four areas described earlier. The average daily attendance was taken from only one year, the year which preceded this study.

Assumptions. In this study the author assumed that the permanent records of the students were correct. The students who left school were assumed to have told the truth about why they quit. The teachers of Houston County High were assumed to have given the correct information concerning extra-curricular activity participation. The I. Q. scores were assumed to be valid for this study.

II. DEFINITION OF TERMS USED

There were some terms used in this study which should be used in a limited function. To clarify the meaning of the terms used in this study the following definitions were presented:

Dropout. A dropout refers to a student who withdrew from school before he completed his course of study through the 1968-1969 school year.

Extra-curricular Activities. In this study an extra-curricular activity refers to any activity or organization which is school sponsored but is not academic in nature. A student may or may not have received academic credit for his participation. In band as in athletic participation, the student received academic credit for his participation. Athletic participation can be substituted for physical education. The only athletic extra-curricular activities were football, girl's basketball, boy's basketball, and cheerleading. Other clubs and organizations were the Beta Club, Pep Club, Science Club, Library Club, the Student Council, the Future Homemakers of America, the Future Farmers of America, and Band.

Average Daily Attendance (A. D. A.). Average daily attendance refers to the number of days a student attended school during the school year. At Houston County High School a normal year was 175 days.

Intelligence Quotient (I. Q.). Intelligence Quotient scores were taken from the Large Thorndike Intelligence Test which was recorded

on the cumulative records of each student. The numerical intelligence quotient was obtained by multiplying the mental age of a person by 100 and dividing the result by the chronological age. The tests were designed to show the relative mental capacity of a person.

Average Grade. Average grade refers to the average of all grades a person has received after entering high school. In the case of the freshmen the average grade was taken from their eighth grade records for use in this study.

III. REVIEW OF RELATED LITERATURE

There had been no previous study of this type done concerning the students of Houston County High School. There was not material available which would strengthen this study due to its limited nature. However, there was an abundance of material on various aspects of the dropout problem in the Austin Peay State University Library. Three authors who wrote on the dropout problem were George B. Brain, Elizabeth M. Drews, and Bert I. Green.

Bert I. Green wrote a book dealing with many aspects of the dropout problem. The conclusions found in this study were the same general conclusions he used in writing his book. His book contained two chapters of particular interest. One chapter dealt with the

problem of identifying the potential dropouts.¹ The other chapter dealt with modifying the secondary school program to keep the potential dropouts in school.²

Elizabeth M. Drews wrote an essay in which she discussed the school climate and its relation to dropouts. In this essay she wrote that it is the job of teachers and researchers to find the solution to the dropout problem by improving the school. She also wrote about the need to develop emotional security for the potential dropouts. She claimed that they must have unconditional acceptance before they can be successful in school.³

George B. Brain wrote that schools could lessen the number of dropouts by initiating positive practices in the school. He made a list of things done which lessened the number of dropouts in some school systems. The fifteen practices in his list were reported by the majority of the superintendents questioned to be effective in reducing the number of school dropouts.⁴

¹Bert I. Green, Preventing School Dropouts (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1966), pp. 31-53.

²Ibid., pp. 137-155.

³Elizabeth M. Drews, "The Schools: Climate Affects Fallout," Guidance and the School Dropout (Washington, D. C.: National Education Association, 1964), pp. 1-24.

⁴George B. Brain, The School Dropout (Washington, D. C.: National Education Association, 1964), pp. 135-143.

IV. THE METHOD AND PROCEDURES OF THIS STUDY

A thorough examination of the cumulative records of the students that enrolled in Houston County High School in the 1968-1969 school year was made.

First, permission was obtained from the principal of Houston County High School for the use of the cumulative records for this study. The records of the students who dropped out of school were first studied to obtain data for a comparison with the students who completed the year's work. The average grade was obtained by converting the letter grades the students received into numerical grades. The averages of both the dropouts and the other students were obtained and compared. The dropout boys were compared with the boys in their class who continued their education to the end of the year. The girls were compared likewise with other girls.

The attendance records were then examined. The daily attendance of all students was taken from their cumulative records for the previous year. The A. D. A. of the dropouts was compared to the students who stayed in school to determine if there was a difference in the attendance habits of the two groups.

Afterwards, tables were made to compare the grades and the A. D. A. of the two groups. The I. Q. scores were taken from the records of all students. If more than one I. Q. score appeared on the record, an average was taken because some students had as many as five scores. The I. Q. scores of boys and girls of all classes were averaged separately and the median score was found. The scores of the dropouts were listed so that their scores could be compared to the class average and to the median scores of the boys and girls in their class. The I. Q. scores were taken from the Large Thorndike Intelligence Test which had been recorded on the student's permanent record.

Tables were made to present a record of the students who participated in extra-curricular activities. Some of the students who participated in extra-curricular activities were known to the author. The percentage of students who participated from each class (boys and girls separately) were compared to the percentage of dropouts who participated to determine if there were any significant differences between the two groups.

The last table contained the reasons given by the dropouts for withdrawing from school. Reasons for students dropping out were recorded in a daily attendance record book. The administrators,

teachers, and students in many cases contributed to this information. A table was made listing the reason why each student dropped out of school when the reason was known.

V. ORGANIZATION OF THE RESEARCH PAPER

This study has been divided into three chapters. Chapter I was the introductory chapter. Chapter II contained a presentation of data obtained for this study. In this chapter a background description of Houston County High School and the community was given with tables and a discussion of the data. Chapter III contained the conclusion of this study.

CHAPTER II

PRESENTATION AND INTERPRETATION OF THE DATA

BACKGROUND DESCRIPTION

Houston County High School is the only high school in Houston County. It has approximately 350 students from the 9th through the 12th grade. It has sixteen teachers including the principal. The high school offers the state minimum requirements with two vocational subjects which are Vocational Agriculture and Home Economics. Band is also offered. There are some clubs and other school organizations in Houston County High School, but the most important extra-curricular activities are girls' and boys' basketball, football, and cheerleading. The school has been well known to surrounding counties for the good basketball teams they have had in the last few years.

There are two elementary schools in Houston County which provide Houston County High School with its students. The elementary schools are Erin Elementary School and Tennessee Ridge Elementary School which have a combined total of approximately 900 students. There were fifty teachers in the Houston County School System during the 1968-1969 school year.

Houston County is mostly a rural community. Therefore, most students who attend Houston County High School come from the rural areas of the county. During the last few years, industries have moved into Houston County, and these industries are changing the community from a rural to an industrial community. T. V. A. has had an effect on the community. There has been an influx of students into all of the schools of Houston County in recent years because of these industries. Many more students are expected.

Most of the students who graduate from Houston County High School who attend college enroll in Austin Peay State University which is the closest college to Houston County.

There are approximately 80 freshmen, 86 sophomores, 62 juniors, and 52 seniors enrolled in Houston County High School in the 1968-1969 school year. The approximate total was used because there was a number of students whose parents moved during the year to other school systems. There were also many parents with school-age children who moved into Houston County during the school year.

II. DISCUSSION OF THE DATA

A description of the Houston County High School and the surrounding community was presented in the first part of Chapter II. In the remainder of this chapter a discussion and presentation of the data was

presented. The data used in this study was presented in various tables in this chapter.

Tables I, II, III, and IV compared the achievement of the students who completed the year's study to the students who quit school. The students were compared by classes, the boys were compared to the boys and the girls to the girls. In the first four tables, column one contained the number of boy students and column two the girl students who achieved according to the letter grade listed in column five. The boy dropouts and girl dropouts were listed in column three and four respectively. The tables illustrated the differences in the achievement levels of the dropouts and the students who remained in school for the full term. The average grades for both the boys and girls who stayed in school were recorded at the bottom of the table so that the averages of the students who quit school could be compared to the class averages. Table I contained the grade code which was used by teachers of Houston County High School in rating the achievement of the pupils.

In Table I the freshmen girls and freshmen boys who completed the year's work were compared with the students who quit school before the end of the school year. This table showed that the freshman girl who quit school was the only girl who achieved in the F category which was far below the average of the girls in the freshmen class. The freshmen boys who quit school were shown to have achieved far below

the class average and below all other boys in the freshmen class. Some of these boys were repeaters in the freshmen class.

In Table II the sophomore grades were compared. The sophomore girls as a class achieved higher than any other group in school. The sophomore girls who quit school were achieving below the average for the sophomore girls who remained in school. Two of the sophomore girls were achieving in the C category when they dropped out of school, while two others dropped out having achieved a D average.

The sophomore boy dropouts achieved considerably lower than the average achievement for the boys who stayed in school. Two boys who were receiving passing grades quit school while two who were failing dropped out.

The comparison of junior grades in Table III showed that one girl who quit school was failing while the other girl was making average grades. There were only two girls who quit school in the junior class. Three of the junior boys who dropped out of school were maintaining a C average. The only other boy in the junior class to drop out of school held a D average.

In Table IV the senior grade averages were compared. All of the senior students who withdrew from school had maintained passing averages. However, the table did not show that two of the students at the time they withdrew were having serious grade problems. The

boy dropped out of school because of his failing grades. Both senior girls got married; however, one of these girls was failing one or more courses at the time of her withdrawal.

TABLE I
FRESHMAN GRADE AVERAGES
HOUSTON COUNTY HIGH SCHOOL 1968-1969

Column I	Column II	Column III	Column IV	Column V
No. of Boys	No. of Girls	Boy Dropouts	Girl Dropouts	Grade Average
1	4	0	0	A
9	15	0	0	B
13	13	0	0	C
11	10	0	0	D
<u>0</u>	<u>0</u>	<u>4</u>	<u>1</u>	F
34	42	4	1	TOTALS

1. The average grade for all freshman boys was 78.1 which is classified as a low C.
2. The average grade for all freshman girls was 83 which is classified as a high C.
3. The average grade for the freshman boy dropouts was below 70 which is classified as an F.
4. The average grade for the freshman girl dropouts was below 70 which is classified as an F.

Houston County High Grade Code

A - 95 to 100
B - 85 to 94
C - 75 to 84
D - 70 to 74
F - Below 70

TABLE II
SOPHOMORE GRADE AVERAGES
HOUSTON COUNTY HIGH SCHOOL 1968-1969

Column I	Column II	Column III	Column IV	Column V
No. of Boys	No. of Girls	Boy Dropouts	Girl Dropouts	Grade Average
1	13	0	0	A
6	20	0	0	B
11	21	1	2	C
11	3	1	2	D
<u>0</u>	<u>0</u>	<u>2</u>	<u>1</u>	F
29	57	4	5	TOTALS

1. The average grade of the sophomore boys was 80.4 which is classified as a C.
2. The average grade of the sophomore girls was 86 which is classified as a low B.
3. The average grade of the sophomore boy dropouts was 70.5 which is a very low D.
4. The average grade of the sophomore girl dropouts was 73.8 which is classified as a D.

The grade code used is on Table I.

TABLE III
JUNIOR GRADE AVERAGES
HOUSTON COUNTY HIGH SCHOOL 1968-1969

Column I	Column II	Column III	Column IV	Column V
No. of Boys	No. of Girls	Boy Dropouts	Girl Dropouts	Grade Average
2	7	0	0	A
9	11	0	0	B
13	14	3	1	C
5	1	1	0	D
<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	F
29	33	4	2	TOTALS

1. The average grade for the junior boys was 82.8 which is classified as a C.
2. The average grade for the junior girls was 84.6 which is classified as a high C.
3. The average grade for the junior boy dropouts was 78 which is classified as a low C.
4. The average grade for the junior girl dropouts was 72.5 which is classified as a D.

The grade code used is on Table I.

TABLE IV
 SENIOR GRADE AVERAGES
 HOUSTON COUNTY HIGH SCHOOL 1968-1969

Column I	Column II	Column III	Column IV	Column V
No. of Boys	No. of Girls	Boy Dropouts	Girl Dropouts	Grade Average
1	4	0	0	A
9	6	0	1	B
13	10	1	0	C
7	2	0	1	D
<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	F
30	22	1	2	TOTALS

1. The average grade of the senior boys was 80 which is classified as a C.
2. The average grade of the senior girls was 78.9 which is classified as a C.
3. The average grade of the senior boy dropouts was 80 which is classified as a C.
4. The grade average of the senior girl dropouts was 80 which is classified as a C.

The grade code used is on Table I.

While looking for factors which might give some clue to a potential dropout, the average daily attendance of all the students who enrolled in Houston County High School was recorded. The A. D. A. was taken from the year previous to this study. Table V compared the attendance record of the students who completed the full term of study to the dropouts. The students were compared by class, the boys and girls being compared separately. The differences that existed between the A. D. A. of the dropouts to the other students were recorded in the last column. The differences in the two groups were shown by inserting a plus when the dropout's A. D. A. was better than the other students. Table V showed that the biggest difference existed with the freshmen girls. The most significant difference existed with the freshmen boys in which the dropouts missed 11.7 more days than the students who remained in school. Other significant information illustrated by Table V was the fact that the A. D. A. for the junior and senior boys was higher for the dropouts than for the students who continued in school. The table showed that as boys advanced into the upper classes, they attended school less. This held true for the girls with the exception of the sophomore girls. The boy dropouts from the upper classes attended school more than the boy dropouts from the lower classes. The girl dropouts attended school less as they advanced to the upper classes. The main point of the table was to establish the fact that in most cases dropouts would attend school less than the other pupils.

TABLE V
AVERAGE DAILY ATTENDANCE

Classes	No. of Students	A.D.A.	Dropout Difference
Freshman Girls	42	163	
Freshman Girl Dropouts	1	121	A.D.A. less 42 days for dropouts
Freshman Boys	37	167.7	
Freshman Boy Dropouts	5	156	A.D.A. less 11.7 days for dropouts
Sophomore Girls	57	169	
Sophomore Girl Dropouts	5	162	A.D.A. less 7 days for dropouts
Sophomore Boys	29	166.5	
Sophomore Boy Dropouts	4	165.4	A.D.A. less 1.1 days for dropouts
Junior Girls	37	163	
Junior Girl Dropouts	2	155	A.D.A. less 8 days for dropouts
Junior Boys	29	159	
Junior Boy Dropouts	4	165	A.D.A. more + 6 days for dropouts
Senior Girls	22	160	
Senior Girl Dropouts	2	158.5	A.D.A. less 1.5 days for dropouts
Senior Boys	30	161	
Senior Boy Dropouts	1	168	A.D.A. more + 7 days for dropouts

There are 175 days in a school year in Houston County High School.

Table VI was a table showing the participation of students in athletic extra-curricular activities. Houston County High School had a low percentage of students who participated in athletic extra-curricular activities. The best students participated in several activities, whereas, the vast majority did not participate in any activities. The number of participants in each class was recorded in Table VI according to whether the student was male or female. The percentage of the girls and boys who participated in athletic extra-curricular activities was taken so that they could be compared to the dropouts. Only one dropout in twenty-four participated in athletic extra-curricular activities. This student played football but got into grade trouble and enlisted in the Navy. There was 23.4 percent of all the student body who participated in athletic extra-curricular activities while the percentage of the dropouts was 4.1 percent.

TABLE VI

PARTICIPATION IN ATHLETIC EXTRA-CURRICULAR ACTIVITIES

Class	Number	Partici- pants	Percentage of Class	No. of Dropouts	Dropout's Participation
Freshman Girls	42	5	11.1	1	0
Freshman Boys	37	6	16.5	5	0
Sophomore Girls	51	10	27	4	0
Sophomore Boys	29	5	17	5	0
Junior Girls	33	12	36.2	2	0
Junior Boys	29	15	51.7	4	1
Senior Girls	22	4	18.1	2	0
Senior Boys	30	13	43.3	1	0

The percentage of the students who stayed in school and participated in athletics was 23.4 percent. The percentage of dropouts who participated in athletics was 4.1 percent.

Table VII contained a list of the non-athletic organizations and clubs of Houston County High School and the comparisons of dropout's participation to the participation of the students who remained in school. The table would be deceiving unless one realized that some of the dropouts, as well as the students who remained in school, participated in more than one activity. The organization that most students who quit school participated in were clubs which required no specified level of achievement and were generally considered less prestigious than the other clubs.

It was noted at the bottom of Table VII that only 28 percent of the dropouts participated in extra-curricular activities as compared to 40 percent of the students who stayed in school.

TABLE VII
NON ATHLETIC EXTRA-CURRICULAR ACTIVITY

Organizations and Clubs	No. Who Participated and Stayed in School	Dropouts
Beta Club	23	0
Student Council	7	0
Future Farmers of America	45	3
Future Homemakers of America	48	4
Library Club	28	1
Science Club	42	0
Band	40	0
Pep Club	70	7

Seven out of the 24 dropouts participated in non athletic extra-curricular activity for a percentage of 28. One hundred twenty out of 299 students who stayed in school participated in non athletic extra-curricular activity for a percentage of 40.

In Tables VIII and IX the I. Q. scores of all students, girls and boys respectively, were averaged and the median score taken. The dropouts' scores were listed and subtracted from their class average to determine the difference. The dropouts were referred to by letters. The dropouts all scored below the class average except for one girl in the sophomore class and one boy in the junior class. A plus was used to indicate the scores of the dropouts which were higher than the average scores for the students who stayed. The average for the entire student body was 99.2. Only two dropouts exceeded this. The lowest scores appeared in the freshmen and sophomore boys' groups and in the freshmen and junior girls' groups.

TABLE VIII
GIRLS
I. Q. SCORES, AVERAGES AND MEDIAN

Class	Number	Class Average I. Q.	Median I. Q.
Freshman	42	97.5	97
Sophomore	57	100.1	97
Junior	33	102.5	100
Senior	22	92.8	96

DROPOUTS

Class	I. Q.	Difference From Class Average
Freshman Girls		
Dropout A	65	-32.5*
Sophomore Girls		
Dropout A	105	+ 4.9**
Dropout B	97	- 3.1
Dropout C	93	- 7.1
Dropout D	89	-11.1
Dropout E	83	-17.1
Junior Girls		
Dropout A	88	-14.5
Dropout B	60	-42.5
Senior Girls		
Dropout A	87	- 5.8
Dropout B	85	- 7.8

*A minus indicates that the dropout's score is below his class average.

**A plus indicates that the dropout's score is above his class average.

TABLE IX

BOYS

I. Q. SCORES, AVERAGES AND MEDIAN

Class	Number	Class Average I. Q.	Median I. Q.
Freshman	37	97.5	97
Sophomore	29	99	95
Junior	29	101	107
Senior	30	96.3	99

DROPOUTS

Class	I. Q.	Difference From Class Average
Freshman		
Dropout A	93	- 4.5*
Dropout B	87	-10.5
Dropout C	86	-11.5
Dropout D	80	-17.5
Dropout E	65	-32.5
Sophomore		
Dropout A	95	- 4
Dropout B	86	-13
Dropout C	80	-19
Dropout D	62	-37
Junior		
Dropout A	104	+ 3**
Dropout B	83	-18
Dropout C	82	-19
Dropout D	80	-21
Senior		
Dropout A	82	-14.3

*A minus indicates that the dropout's score is below his class average.

**A plus indicates that the dropout's score is above his class average.

Table X contained a list of the dropouts with their reason for withdrawing from school. The dropouts in this table were referred to as letters. The reason that each student withdrew was given in the second column. Some of the reasons may have been only partially valid. All of the dropouts except two were having severe grade problems. Other students who were having known family problems would not admit this as the reason for their withdrawal. The upper-class girls who dropped out of school gave marriage as their excuse. However, each of the girls who got married were having trouble passing in some subjects. The boys who dropped out of school with the excuse that they were working were also failing practically all subjects. These boys showed little interest in school and were generally regarded as trouble makers. The information on Table X came from the principal, teachers, and students of Houston County High School.

TABLE X
REASON GIVEN FOR WITHDRAWAL

Class	Reason
Freshman Girls	
Dropout A	Low grades
Freshman Boys	
Dropout A	Work
Dropout B	Work and low grades
Dropout C	Work
Dropout D	Work
Dropout E	Work
Sophomore Girls	
Dropout A	Family problems
Dropout B	Broken home
Dropout C	Marriage
Dropout D	Broken home and family problems
Dropout E	Unknown
Sophomore Boys	
Dropout A	Work
Dropout B	Low grades
Dropout C	Work
Dropout D	Work and low grades
Junior Girls	
Dropout A	Marriage
Dropout B	Low grades
Junior Boys	
Dropout A	Eye injury
Dropout B	Low grades
Dropout C	Work
Dropout D	Work
Senior Girls	
Dropout A	Marriage
Dropout B	Marriage
Senior Boys	
Dropout A	Low grades

CHAPTER III

CONCLUSION

This study was conducted to find reasons why some students quit school while others continued their education. The comparison made in this study illustrated the difference that existed between the dropouts and those who remained in school. Generally, the dropouts made lower grades than most of the other students. In most cases, the dropouts were failing one or more subjects and had a low overall average. The grade averages were not the area in which there was the greatest difference. The greatest difference occurred in the participation in athletic extra-curricular activities. Only one student dropped out of school who participated in athletics. Only a very small proportion of the dropouts participated in extra-curricular activities. This could indicate that there was a great need to get these potential dropouts involved in some school organization or activity. Participation in extra-curricular activities in the upper grades showed a greater disparity between the dropouts and the students who remained in school than the grade average.

The average daily attendance indicated that in most classes potential dropouts missed more days of school than the other students. This indicated that the student did not consider attendance important or that he had little interest in school. The attendance record of each student furnished a clue to his success in school. The fact that a student was absent many days from school was an indication that he may not have thought the education he was receiving was important enough for him to have continued in school. The student may have thought the education he was receiving would not have met his needs, both long term or short term needs.

The I. Q. scores of students were valuable in this study because there was a definite trend indicated. The people who dropped out of school usually scored below the class average and many times scored the lowest in their class. Not any dropout scored very much above his class average; only two scored that high. No person with a high I. Q. score dropped out of school which would seem to indicate that people who score low on I. Q. tests were the students most likely to drop out of school.

All the factors which were examined seem to indicate that dropouts have made lower grades, attended school less, participated less in school activities and scored lower on I. Q. tests than the student who completed the year's study. Some of the factors analyzed were

more important than others, but one thing was always true--the students who dropped out of school were having trouble maintaining passing grades in some of their courses.

This study was enjoyable as well as helpful to the writer because it confirmed some notions already held about dropouts. It also gave the writer some new ideas for dealing with potential dropouts, mainly to make them become more involved in school life. The writer felt that some of these students would have continued their education if they had felt that what they were learning was relevant and meaningful to them personally.

BIBLIOGRAPHY

- Brain, George B. The School Dropout. Washington, D. C.: National Education Association, 1964.
- Drews, Elizabeth M. "The Schools: Climate Affects Fallout," Guidance and the School Dropout, pp. 1-24. Washington, D. C.: National Education Association, 1964.
- Green, Bert I. Preventing School Dropouts. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1966.