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## A Follow-up Study of Freshmen Who Entered The Ninth Grade at Hempstead High School, Hempstead, Texas In September, 1975

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A FOLLOW-UP STUDY OF FRESHMEN WHO ENTERED THE  
NINTH GRADE AT HEMPSTEAD HIGH SCHOOL,  
HEMPSTEAD, TEXAS IN  
SEPTEMBER, 1975



A Follow-up Study of Freshmen Who Entered  
The Ninth Grade at Hempstead  
High School, Hempstead, Texas  
In September, 1975

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A Thesis  
Presented to  
the Faculty of the Graduate School  
Prairie View A&M University

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

LC 144  
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by  
Sudie Lee Walker  
December, 1980

## ACKNOWLEDGEMENTS

The writer wishes to acknowledge her indebtedness to Mr. Raymond Carreathers, Advisor, for his assistance, guidance, advice and encouragement during the preparation of this project. The writer is greatly indebted to her husband, Rev. James Walker, Sr., her sons Elijah and Vernon Williams, for their patience and understanding and encouragement during this research.



## DEDICATION

This project is dedicated to my husband Rev. James Walker and sons Elijah and Vernon Williams for their encouragement during my research on this project.

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## CHAPTER I

### INTRODUCTION

A high school should be interested in its students just as any other business or commercial firm. Its interest however, should spring from an awareness of its singularly important responsibility of provided leadership for ensuring generations.

Now more than ever there is a great need for our children to remain in school and get an education.

The home, school, church, and community will have to encourage our children to stay in school and graduate. These children will have to be offered the courses they will want and need. They are our children and it is up to us to help them so they will be prepared to take their places in our society.

\* This investigation represents an effort to ascertain how well the Hempstead High School is meeting this demand.

### PROBLEM STATEMENT

The problem under investigation is a follow-up study of the freshmen who entered the ninth grade at Hempstead High School, Hempstead, Texas in September, 1975.

The purposes of this study were to attempt to determine specifically (1) the number and grade level of those who dropped out of school prior to graduation in 1979; (2) the underlying causes given by the drop-outs; (3) the reasons for staying in school as given by pupils who



graduated; (4) how many of the graduates entered college, vocational or trade school; (5) the differences, if any, in grades of graduates and drop-outs; (6) current status of graduates - marital and employment - and drop-outs.

#### IMPORTANCE OF THE STUDY

The writer, along with other educators, is aware of the fact that in order for us to reduce the number of drop-out problems, school officials, the guidance and counseling staff, and teachers should encourage students who are dropping out of school to reveal their real reasons. When the true reasons are known, it is possible that something can be done to prevent early school leaving.

Realizing the importance of an education, and recognizing its manifestations in most phases of life, the primary duty of all associated with child's educational interest should be to keep students in school until graduation.

Determination of the reasons for students dropping out of school on the secondary level may make possible more effective guidance and counseling of entering freshmen. Information data that accureses will assist students in selecting a curriculum that best fit their aptitude and interests and at the same time increase the holding power of the school.

#### LIMITATIONS OF THE STUDY

This study was limited to sixty-two students, five years after they entered the freshman class of Hempstead High School, Hempstead, Texas in

September, 1975.

#### BASIC ASSUMPTIONS

It was assumed that the following statements were true in relation to the problem.

1. Some freshmen have more scholastic ability than others.
2. Some pupils will graduate in four years and others will not.
3. Some pupils will remain in school and graduate a year or so late or either drop out of school.
4. Some freshmen have more interest in school than others.
5. Results of this study may provide assistance in reducing the number of dropouts in the future.

#### HYPOTHESIS

The basic assumption is that the data secured through a questionnaire and interviews with students, and the investigation of the various records from the principal's office will be sufficient to obtain an insight as to what causes students to remain in school or drop out.

#### METHODS OF RESEARCH

The procedure for collecting data for this study were (1) examination of the students; cumulative record cards; (2) use of questionnaire with all students in the group under study; and (3) personal interviews.

#### DEFINITIONS OF TERMS

Drop-out - A pupil who leaves school before the completion of a grade or



before graduation; early school leaver.<sup>1</sup>

Guidance - A form of systematic assistance (aside from regular instruction) to pupils, students, or others, to help them acquire knowledge and wisdom, free from compulsion or prescription and calculated to lead to self direction.<sup>2</sup>

Flexible Daily Program - A tentative time schedule of the activities for a school day, subject at any time to change, in order that more or less time may be devoted to any one activity as circumstances may dictate or that activities not originally planned may be incorporated into the day's work.<sup>3</sup>

#### ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II contains a review of literature related to the study. Chapter III is a description of pupilation used, procedures, and instruments used. Chapter IV will contain the results found in the study. Chapter V will consist of the summary, conclusions, and recommendations. Bibliography and Appendix will follow Chapter V.

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1

Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 142.

2

Ibid., P. 194.

3

Ibid., P. 312,

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present a review of related literature. Many studies have been made in regard to some causes of drop-outs.

This study is concerned with a follow-up study of the drop-outs of the 1975 freshmen class of Hempstead High School, Hempstead, Texas.

The purposes of this study were to attempt to determine specifically (1) the number and grade level of those who dropped out and those who were graduated in their class in 1979; (2) the underlying causes given by the drop-outs; (3) the reasons given by pupils who graduated; (4) how many of the graduates entered college or vocational school; (5) the difference, if any, in the curricular activities participated in by the graduates and drop-outs; (6) the differences, if any, in grades of graduates and drop-outs; (7) current marital and employment status of graduates and drop-outs.

The extent and seriousness of school drop-outs as a problem was indicated by President Kennedy in his State of the Union Message delivered to Congress on January 14, 1963, when he said:

The future of our country, which is dependent on the will and wisdom of its citizens, is damaged, and irreparably damaged, whenever any one of its children is not educated to the fullest extent of its capacity from grade school through graduate school. Today an estimated four out of ten students in the fifth grade will not ever finish high school, and that is a waste we can't afford. In addition, there is no reason why one million young Americans out of school and out of work should all remain unwanted and often<sub>1</sub> untrained in our city streets when their energies can be put to good use.

Time advanced the idea that despite the fact that one is a college



drop-out, one can make a contribution to society. Astronauts Carpenter and Gleen were college drop-outs. At one time President Kennedy and Wilson dropped out of college but later re-enrolled and completed their training. Other famous personalities were Charles Lindbergh, Robert Frost, William Faulkner, Henry Ford, II, George Romney, and the richest man in the world, J. Paul Getty.<sup>2</sup>

The typical drop-out is characterized by failure to belong to an in-school group. He usually does not participate in extra-curricular activities. He also has a poor relationship with his teachers and his fellow students. Often the drop-out has a poor attendance record. He feels that he must work to help supplement the family income. His parents usually place little value on education and school achievement.<sup>3</sup>

Schreiber<sup>4</sup> described two methods used to determine the number of drop-outs on nationwide scale. The one most often used by the United States Office of Education starts with one thousand pupils in the fifth grade and counts the number in each grade in succeeding years. The enrollment for the fifth grade is considered the best basis for comparison because many

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1

"School Drop-outs." National Education Association Journal, I (November, 1962).

2

"Famous Drop-outs," Time LXXIX (June 8, 1962)

3

John Donald Giese, "I Was A High School Drop-out", The Reader's Digest, LXIX (December, 1961), 203-206.

4

Daniel Schreiber, "School Drop-outs", National Education Association Journal, XXXIX (August, 1961), 1.



children repeat the earlier grades and because compulsory education laws keep children in school until this grade. The other method, used by the United States Bureau of Census, determines the number of drop-outs by subtracting the number of pupils in school from the number of children of school age.

According to Bianchi, the first major drop-outs occur between the ninth and the tenth grade when many pupils are making the transition between the junior and senior high school.

The second significant number of drop-outs occur between the tenth and eleventh grade. Pupils who drop out from the eight, ninth, and tenth grades do so most often for reasons closely related to their school experience, such as grade retardation, academic difficulties, and failure to participate in pupil activities. Drop-outs from the later grades are chiefly accounted for by other reasons, such as marriage or the need to work.<sup>5</sup>

Bianchi suggested that since the school program is failing to meet the needs and interests of the students, a diversified curriculum should be set up, designed to appeal to a wide segment of the youth. However, she warned that the pre-requisite for such a curriculum is a thorough grounding in the fundamentals, the three R's. In addition to a diversified curriculum, the schools should provide other courses which meet more specilized needs for youths.<sup>6</sup>

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5

Evelyn S. Bianchi, High School Drop-outs (Washington: National Education Association, 1959), 6-8.

6

Ibid., 15.

Livingston found that a combination of factors is better indication of potential withdrawal from school than any single factor. His study determined the highest correlation that was obtained with a combination of factors which comprised low participation in formal and informal activities, number of factors working to the disadvantage of the pupils, the greater the chance of the pupil dropping out of school. However, if pupils were encouraged by home or outside influence to stay in school, they were able to overcome such disadvantages as failure in their studies and non-acceptance by their classmates.<sup>7</sup>

President Kennedy announced that he would tap his one million dollar presidential emergency fund for two hundred fifty thousand dollars to launch a national drive aimed at cutting the number of school drop-outs for the fall of 1962. The President made a special appeal to parents to urge their children to go back to school in September,

Kennedy estimated that unless something was done, about four hundred thousand students would not return to classrooms in the fall, and another seven hundred thousand students would fail to complete the school year.

The two hundred fifty thousand dollars from the President's emergency fund was to be spent for guidance counselors who would try to get some of these boys and girls to return to school.<sup>8</sup>

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7

A. High Livingston, "High School Graduates and Drop-outs - A New Look at a Persistent Problem," School Review, LXVI (December, 1958), 195-203.

8

News Item in The Houston Post, August 2, 1963.



Investigators are not agreed about the importance of intelligence as a factor in dropping out of school. The United States Department of Labor's study of drop-outs in seven communities found that three times as many graduates as drop-outs had I.Q.'s of one hundred ten and over.

Carter stated the 70 per cent of adult Negroes over 25 years of age have not finished high school, according to a survey conducted by the National Urban League in 68 cities across the nation. Basing its figures on U.S Census data the survey disclosed that of 4,669,000 negro adults, approximately 2,233,000 can be classified as drop-outs, "and an additional 142,000 as having no educational background what-so-ever."<sup>10</sup>

Schrieber, in referring to school drop-outs as a problem, said that the developments in technology and automation are not only raising the educational requirements for employment in general, they are also demolishing many of the jobs that demanded no skills and traditionally provided the drop-outs entry into the world of work. This decade an expected 7.5 million drop-outs will be all but useless in a world where, by 1970, not more than five per cent of all available jobs will be of unskilled variety.<sup>11</sup>

Murk, in a study of drop-outs in Dekalb, Illinois, found that girls believed that courses in homemaking, business subjects, English, and mathematics were or might have been most helpful. Boys listed industrial arts,

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9

U.S. Department of Labor, School and Society Employment of Youth,  
Circular 440 (Washington: U.S. Government Printing Office, August, 1960),  
137.

10

Julius Carter, "Drop-outs Survey", Forward Times



mathematics, English, and social studies, Murk considered the liking of English and mathematics, academic subjects, as significant.

Public school systems have not only done research about the drop-out, they have also been actively trying to keep more youths in school. It is difficult, of course, to document the results of these efforts, but a few schools have reported practices that they believe are helping to hold pupils in school.<sup>12</sup>

Further evidence was supplied by Carvell as to some of the reasons why students drop-out:

In spite of the fact that drop-outs generally give finances as the reason for leaving school, and analysis of the exit interviews with school leavers indicated that many of those who drop-out for "voluntary" causes would have stayed in school had they been more successful in their courses in terms of interest and goals, and experienced more of a sense of belonging in the school.<sup>13</sup>

Carvell proceeded to identify some of the forces involved in causing a student to drop-out of school.

The forces which tend to influence school leaving and characteristics by which the potential drop-out can be identified are often the same. These characteristics include:

1. Disinterest in school which often is accompanied by academic failure:
2. Non-membership in a school group;

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12

Virgial Murk, "A Follow-up Study on Students Who Drop Out of High School", Bulletin of the National Association of Secondary School Principals, (February, 1960), 73-75,

13

S. J. Carvell, "Drop-out Problem", High School Journal, XLI (May, 1962), 337.

3. Non-participation in extracurricular activities, especially where students elect the members;
4. Unsatisfactory teacher-pupil relationship;
5. Sub-standard attitudes toward education by the family;<sup>14</sup>

The high rate of drop-outs in our public institutions caused

Secretary of Labor Mitchell to make the following observations:

At this point in history at which effective utilization of existing manpower is in the highest interest of our national strength, the problem of school drop-outs has come to reflect a national, as well as a personal tragedy.

On the personal level, the pattern and problems of the drop-outs are familiar ones. His employment horizon is almost wholly limited to low paying, unskilled jobs (declining in numbers as they are), and he often has difficulty holding even these. He is the victim of long and frequent periods of unemployment, and he and his family often prove a drain on the resources of the community.<sup>15</sup>

Bryne stressed better guidance procedures in stating; As guidance workers, let us do and improve what we have always done:

1. Identify the early drop-outs by the multifactor device developed.
2. Coordinate the school efforts to try and work against these factors that each pupil may stay in school if he is able.<sup>16</sup>
  - a. Better teacher-pupil relationship.
  - b. Study the pupils' records to understand him better.
  - c. Improve environment of the classroom.
  - d. Improve the guidance services.

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14

Ibid, 338

15

James P. Mitchell, "Why Keep Them In School", Wisconsin Journal of Education, LXXXVII (October, 1960), 12.

16

Richard H. Bryne, "Beware the Stay-in School Band Wagon," The Personnel and Guidance Journal, XXXVI (March, 1960), 496.



Tompkins and Ellsworth, in an article called "Reducing the Drop-outs", shed further light on the problem by classifying some of the reasons causing a student to drop-out.

1. School was too expensive
2. Economic conditions
3. Easily influenced by others

Drop-outs are symptoms; they are caused by a chain of personal reactions which develop strong attitudes. Everyone knows how hopeless it is to try to persuade a boy to change his mind once he has made up his mind on the way he is going to drop out. His decision is seldom a quick one; it often had its beginning symptom too. As retaining pupils indicates some success on the part of the school, so losing them implies some failure.<sup>17</sup>

In 1961, Huede reported in his study that the second biggest group of school drop-outs because they did not have the ability to do the work. Some forty per cent had failed in one or more subjects prior to the time of the actual drop-out, but it was difficult to say from the records examined whether these students failed because they were anxious to leave school or left because they were receiving failing grades. With some overlapping the general mentality was found to be the lower in those who left than in the group who graduated; there was a definite correlation between low intelligence quotients and early withdrawals.<sup>18</sup>

In 1962 W. L. Gragg used a central group of persisters in setting

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17

Ellsworth Tompkins and H. Walton Gaumnits, "Reducing Drop-outs," Bulletin National Association of Secondary School Principals, XXIV (December, 1950), 62.

18

A. Huede, "A Study of Withdrawals from High School," California Journal of Secondary Education, VIII (May, 1961), 297-98



up the design of his study. He was seeking the factors in the total situation rather than isolating the causes. Among the most significant differentiating factors in the Gragg study were retardation, verbal intelligence, and standard achievement measures. In order to be a significant difference, the retardation must amount to two or more grades, and the intelligence, aptitude, or achievement score must place the student in the lowest decile of the class being tested. Failure meant failure in school marks in more than two subjects during the year prior to the time the student reached the maximum compulsory attendance age. Among the factors Gragg included in his "significant, though to a much lesser degree" category was the relative new entry, low achievement in reading, factors insignificant included "academic marks attained in junior high school based on the evolution of the student's achievement in a relation to his ability."<sup>19</sup>

A recent study of why students leave school was conducted to cover the two years prior to 1963. It was found that fifty-two boys and thirty-one girls who left because of moving are assumed to have entered the school nearest their residence, or that they were required to withdraw because they were out of their required school district. When eighty-three students who moved out of the district are subtracted, a total of forty-one students in 1961-62 and thirty-six in 1962-63, stopped their formal

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19

W. L. Gragge, "Some Factors Which Distinguish Drop-Outs From High School Graduates," Occupations Journal, XXVII (April, 1960), 476-79.

education before they finished high school. The true reasons for these students leaving school could probably be found under the following heads:

1. Inability to do work of a satisfactory nature
2. Poor health of student or member of the family
3. Disinterest in or dislike for school
4. Lack of money
5. Marriage<sup>20</sup>

#### SUMMARY

From a review of the related literature, the writer has been able to conclude that there is the problem of drop-outs, there is a need for guidance to broaden the curriculum to meet the needs, abilities and interests of the students. There is also a strong need for the school to work closely with the home and the community, because many times some of these problems relative to drop-outs can be solved at an early stage if the school is aware of the causes.

With regard to further beliefs by authors of various articles, a better guidance program is needed and guidance workers should identify the early drop-out by the multifactor devices developed. Guidance workers should also coordinate the effort to try to work against these factors so that each pupil may stay in school if he is able.

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20

"A program to Decrease the Number of Early School Leavers," National Association Secondary School Principal Bulletin, XL (September, 1963), 93-94.

It was revealed in the preceding related literature that the problem of school drop-outs is a complex problem which is, according to literature, common to many communities; reasons for dropping out are many and varied. Nevertheless, administrators, teachers, parents, guardians and civic leaders should exert an effort to influence and encourage our boys and girls to stay in school until graduation so that they will be better prepared to enter the adult world.



## CHAPTER III

### METHOD OF PROCEDURE

This study was concerned with a 1979 follow-up study of sixty-two freshmen who entered the ninth grade at Hempstead High School, Hempstead, Texas, in September, 1975.

Attention was directed to the following problems; (1) the number and grade level of those who dropped out and those who were graduated in their class in 1979; (2) the underlying causes given by the drop-outs; (3) the reasons given by pupils who graduated; (4) how many of the graduates entered college, vocational, or trade school; (5) the differences, if any, in the co-curricular activities participated in by the graduates and drop-outs; (7) current marital and employment status of the graduates and drop-outs.

### GROUPS STUDIES

This study was limited to 62 students. Sixty-two questionnaires were sent out and only forty-two students responded. Of these forty-two students (eighteen boys and ten girls) were graduated with their class. There were fourteen drop-outs, eight boys and six girls. This study was made five years after these students entered the freshman class of Hempstead High School, Hempstead, Texas in September, 1975.

### MATERIALS AND METHODS USED

Data for this study was secured by: (1) an intensive and extensive review of related literature in order to obtain some of the causes of

drop-outs by other investigators; (2) examination of the students' cumulative record cards; (3) use of questionnaires accompanied by a letter (See Appendix); and (4) personal interviews.

The instrument for gathering data in this investigation was a questionnaire (Appendix). The questionnaire was designed to determine the motive given by the drop-outs for leaving school as well as the motives for staying in school as given by those who were graduated with their class. Information regarding the current activities at the time the study was also sought through the questionnaire. Information regarding their standing was obtained from the cumulative folders. A comparison of the grades of the graduates with those of the drop-outs was made. The investigation considered participation in co-curricular activities and the leadership roles exhibited as important factors in this study and a comparison was made between the graduates and drop-outs with regard to these factors.

\* This data was compiled, tabulated and analyzed. Tables were constructed on the basis of the replies to show in tabulated form their results with appropriate analysis of each table.

## CHAPTER IV

### ANALYSIS OF FINDINGS

The investigator was concerned with a 1975 follow-up study of forty-two freshmen who entered the ninth grade at Hempstead High School, Hempstead, Texas, in September, 1975.

Specifically the investigator sought the following information: (1) the number and grade level of those who dropped out and those who were graduated in their class in 1979; (2) the underlying causes given by the drop-outs; (3) the reasons given by the pupils who graduated; (4) how many of the graduates or drop-outs entered college, vocational or trade school; (5) the differences, if any, in the co-curricular activities participated in by the graduates and drop-outs; (6) the differences, if any, in grades of graduates and drop-outs; and (7) current marital and employment status of graduates and drop-outs.

\* The compiled data for Table I reveals the number of students that started out as freshmen in the ninth grade at Hempstead High School, Hempstead, Texas, in September, 1975. During the school year of 1975-1976 three students dropped out; two boys and one girl or 7.14 per cent. Thirty-nine students were left to pursue their high school education. The school year 1976-1977 showed the highest loss by drop-outs of the four years studies. During this year six students dropped out; three boys and three girls of 14.28 per cent. This left an enrollment of thirty-three to start the 1976-1977 school year or 7.14 per cent. In 1977-78 thirty students returned to start the school year. While



TABLE I

## THE NUMBER AND GRADE LEVEL OF DROP-OUTS AND GRADUATES

Grade Level	1975-1976 9th Grade Class		1976-1977 10th Grade Class		1977-1978 11th Grade Class		1978-1979 12th Grade Class		Total Graduates Percent	Total Drop-outs Percent
	Enroll- ment	Drop- outs	Enroll- ment	Drop- out	Enroll- ment	Drop- out	Enroll- ment	Drop- out		
	Boys	26	2	24	3	21	2	19		
Girls	<u>16</u>	<u>1</u>	<u>15</u>	<u>3</u>	<u>12</u>	<u>1</u>	<u>11</u>	<u>1</u>	<u>10</u>	<u>6</u>
Total	42	3	39	6	33	3	30	2	28	14
Percent	100	7.14		14.28		7.14		4.76		33.33

the school year 1976-1977 showed the largest number of drop-outs in the group studied, this year laid claim to the least number of drop-outs. Only two students dropped; a boy and a girl or 4.76 per cent. This left twenty-eight students to be graduated with their class.

There were forty-two students to enroll in the fall in the school year 1975-1976, but by the spring of 1979 one-third or fourteen of the students had dropped out. Eight boys and six girls comprised the total number of drop-outs. The graduating class consisted of twenty-eight students; eighteen boys and ten girls. It may be concluded from the above data that more students remain in school than those who drop-out and that there is an indication that very seldom do all students remain in school and graduate with their respective classes.

The motives or underlying causes for students having to drop-out of school are multiple and many times we never know the complete truth that surrounds the students dropping out of school.

\* As the reader analyzes Table II, he can readily see that many dropped out of school because they wanted to go to work. "Not interested in school work", ranked number one with a frequency of eleven, followed by "went to vocational school", "had to help support my family", and "failed in my subjects", with a frequency of ten. Ranking third was: "high school subjects were not helpful to me", "not encouraged to remain in school", and "school did not give me what I wanted", with a frequency of none, "entered the service", and "disliked my teachers", ranked fourth with a frequency of eight. In rank seven was "school not helpful to me:", and "not enough money for school", with a frequency of seven. "Could not read adequately", "family not interested

TABLE II

## THE UNDERLYING CAUSES GIVEN BY THE DROP-OUTS

Causes	Frequency	Rank
I wanted to work	11	1
Not interested in school work	11	1
Went to vocational school	10	2
Had to help support my family	10	2
Failed in my subjects	10	2
High school subjects were not helpful to me	9	3
Not encouraged to remain in school	9	3
School did not give me what I wanted	9	3
School work was too hard	9	3
Entered the service	8	4
Disliked my teacher	8	4
School was not helpful to me	7	5
Not enough money for school	6	6
Could not read adequately	6	6
Family not interested in education	5	5
Illness	5	7
Moved out of the city.	5	7
Married	4	8
Not certain	4	9



TABLE II, CONTINUED

Causes	Frequency	Rank
Pregnancy	3	9
Had to care for older parents	3	10
Had to help harvest crops	2	11
Wanted a car	1	11
Could not afford the proper clothes	1	11
Could not participate in activities due to grades	1	11
Placed in wrong section	1	11

in education", ranked sixth with a frequency of five, followed by rank four, "moved out of city" and "married" frequented with four.

"Not certain", and "pregnancy" ranked ninth with a frequency of three. "Had to care for older parents", "help harvest crops" ranked tenth with a frequency of two and followed by rank eleven. "Wanted a car", "could not afford the proper clothes", and "could not participate in activities due to grades" were frequented by one.

The writer feels that often students drop out of school for many reasons; and, some of these reasons are not their fault. In a number of cases they are victims of the adverse circumstances that confront them in their daily lives.

Analysis of Table III reveals the information as given by the students who graduated from high school. The following are some of the factors or reasons they gave for remaining in school until they graduated. "Wanted to be a professional person", and "I wanted to be a college graduate" ranked number one with a frequency of forty or fifty per cent of the motives.

Ranking number two was "liked to study", "competition with students in studies" and "wanted to go to college" had a frequency of thirteen, followed by "wanted to be a teacher", and "school would help me attain my goal in life" ranked third and frequented by twelve. Taking rank four and frequented by ten each was "family wanted me to stay in school", and "to prepare for the future", followed by rank five and frequented by nine was "liked school", "could keep up in my school work", "personal counseling", and "smaller classes with more individual attention", and ranked sixth with a frequency of eight. "Available material and

TABLE III

## THE REASONS GIVEN BY PUPLES WHO GRADUATED

Reasons	Frequency	Rank
Wanted to be a professional person	14	1
Wanted to be a college graduate	14	1
Liked to study	13	2
Liked competition with students in studies	13	2
Wanted to go to college	13	2
Wanted to be a teacher	12	3
School would help me attain my goal in life	10	4
To prepare for the future	10	4
Got along with students	10	4
Liked school	9	5
Could keep up in my school work	8	6
Personal counseling.	8	6
Smaller classes with more individual attention	6	7
Available material and information on job opportunities	5	8
Encouraged to stay in school	3	9
Personal contact with teachers	2	10



information on job opportunities" ranked seventy with a frequency of five. "Encouraged to stay in school", ranked eight with a frequency of two. "Personal contact with teachers", ranked ninth with a frequency of one.

According to the findings of this research, those who stayed in school and completed their high school work had a rather dynamic motive in mind for staying in school, while on the other hand the early drop-outs were probably undecided and/or confronted with some conflicts in their home and school environment.

Table IV shows the number of graduates who went on to college, and the number of drop-outs and graduates who went to trade or vocational school. The total number of graduates who went to college were ten, or 35.71 per cent of this number. Six were boys and four were girls. Graduates who entered trade or vocational school numbered four or 21.42 per cent which included three boys and one girl or 14.28 per cent.

\* None of the drop-outs entered college, but three of them went to trade or vocational school, two boys and one girl.

A comparison of the graduates and drop-outs who sought additional training reveals 54.06 per cent of the graduates continued their education, while only 14.28 per cent of the drop-outs did like wise. It is interesting to note that the number of boys exceeds the number of girls in both groups.

Table V has comparisons of the co-curricular activities of the graduates and those of the drop-outs.

The writer would like to point out that average wise the average graduate both among the boys and girls actually participated in all

TABLE IV

THE NUMBER OF DROP-OUTS OR GRADUATES WHO WENT  
TO COLLEGE, TRADE OR VOCATIONAL SCHOOL

	Students in College		Students in Trade or Vocational School		
	Graduates	Total Percent	Graduates	Drop-outs	Total Percent
Boys	6	21.42	3	2	5
Girls	<u>4</u>	<u>14.29</u>	<u>2</u>	<u>1</u>	<u>3</u>
Total	10	35.71	5	3	8
Percent	35.71		18.35	14.28	32.63

TABLE V

## THE CO-CURRICULAR ACTIVITIES PARTICIPATED IN BY THE GRADUATES AND DROP-OUTS

Graduates			Activities Participated In	Drop-outs		
Boys	Girls	Total		Boys	Girls	Total
14	—	14	Boy Scouts	4	—	4
—	7	7	Girl Scouts	—	2	2
4	3	7	Band	3	2	5
3	2	5	Student Council Member	1	2	3
6	4	10	Track	5	—	5
9	4	13	Basketball	3	3	6
10	—	10	Football	2	—	2
3	6	9	Choral Club	1	1	2
—	10	10	FHA	—	6	6
18	—	18	FFA	8	—	8
1	4	5	Pep Squad	—	2	2
1	3	4	Drama Club	2	3	5
—	5	5	Speech Club	—	1	1



the co-curricular activities.

Among the eighteen boys graduated, fourteen had been members of the Boy Scouts and of the ten girls graduated, seven were at one time members of the Girls, however, for the drop-outs there had been only four boys and two girls affiliated with the Scouts.

Student Council membership - ten boys and four girls had been members among the graduates, but none of the drop-outs were ever members.

The physical activities were participated somewhat differently due possibly to the seasons, for examples, nine boys and four girls had played on the team, while the ratio for the drop-outs was four boys and three girls.

The FHA and FFA participation is definitely different because they are mandatory for all students enrolled in these classes.

The reader may note that scholastic ability won some of the positions of participation where on the other hand it was a free choice left entirely up to the student whether or not he participated in an activity.

Table VI reveals the comparison of grade averages of graduates and drop-outs. This table reveals that two or 7.14 per cent of the boy graduates earned an average of "A" for the four years they were enrolled, while six or 21.47 per cent earned an average of "B" for the four years they were enrolled. Eight or 28.51 per cent earned an average of "C" and two or 7.14 per cent had an average of "D".

Among the boys in the drop-out group four or 28.52 per cent earned an average of "C" until they dropped out, while three or 21.45 per cent earned an average of "C" and two or 14.28 per cent earned an average of "D" until they dropped out of school.

TABLE VI

## COMPARISON OF GRADE AVERAGES OF GRADUATES AND DROP-OUTS

Graduates	A	Percent	B	Percent	C	Percent	D	Percent	F	Percent	Total
Boys	2	7.14	6	21.42	8	28.57	2	7.14	—	—	57.14
Girls	<u>3</u>	<u>10.71</u>	<u>2</u>	<u>7.14</u>	<u>4</u>	<u>14.28</u>	<u>1</u>	<u>3.57</u>	—	—	<u>42.86</u>
Total	5	17.85	8	28.56	12	42.85	3	10.71	—	—	100.00
<u>Drop-outs</u>											
Boys	—	—	1	7.14	4	28.57	2	14.28	1	7.14	—
Girls	—	—	—	—	<u>3</u>	<u>21.42</u>	<u>2</u>	<u>14.28</u>	<u>1</u>	<u>7.14</u>	—
Total	—	—	1	7.14	7	—	4	—	2	—	14



TABLE VII

## CURRENT MARITAL AND EMPLOYMENT STATUS OF GRADUATES AND DROP-OUTS

	Graduates			Drop-outs		
	Boys	Girls	Total	Boys	Girls	Total
<b>I. Employment Status</b>						
Unemployed	2	2	4	2	3	5
Full-time	12	5	17	2	1	3
Part-time	4	3	7	4	2	6
Employed	16	8	24	6	3	9
<b>II. Payment of Income</b>						
Weekly	10	2	12	3	2	5
Every Two Weeks	2	2	4	2	1	3
Monthly	2	3	5	1	—	1
Bi-monthly	2	1	3	—	—	—
<b>III. Income Bracket</b>						
\$ 1 - \$ 10	—	—	—	—	—	—
\$ 11 - \$ 20	—	—	—	2	2	4
\$ 21 - \$ 30	7	2	9	2	1	3
\$ 31 - \$ 40	4	4	8	1	—	1
\$ 41 - \$ 50	3	2	5	1	—	1
\$ 51 - \$ 60	2	—	2	—	—	—
\$ 61 - \$ 70	—	—	—	—	—	—
\$ 71 - \$ 80	—	—	—	—	—	—
\$ 81 - \$ 90	—	—	—	—	—	—
\$ 91 - \$100	—	—	—	—	—	—
\$101 - \$110	16	8	24	6	3	9
<b>IV. Marital Status</b>						
Married	3	4	7	2	3	5
Single	15	6	21	6	3	9
Total	18	10	28	8	6	14



## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This study was designed to follow-up sixty-two freshmen who entered the ninth grade at Hempstead High School, Hempstead, Texas in September, 1975.

The sample population consisted of forty-two students; twenty-eight of which graduated with their class, and fourteen dropped out over a four year period of time.

An appraisal of several studies on drop-outs tend to indicate that the nation is concerned with the problem of drop-outs.

Today, more than ever, educational authorities agree the parental concern is important to students in school. Economic conditions, inter-school transferring, interests and intelligence are major factors associated with school drop-outs.

\* In this study, attention was directed to the following problems: (1) the number and grade level of those who dropped out and those who were graduated in their class in 1964; (2) the underlying causes given by the drop-outs; (3) the reasons given by pupils who graduated; (4) how many of the graduates entered college, vocational or trade school; (5) the differences, if any, in the co-curricular activities participated in by the graduates and drop-outs; (6) the differences, if any, in grades of graduates and drop-outs; (7) current status of graduates and drop-outs.

Data for this study were secured by: (1) a review of the related literature in order to obtain some of the causes of drop-outs as listed

by other investigators; (2) use of permanent records; and (3) a questionnaire.

The questionnaire served as an instrument for gathering data in this study. The first information on the subjects was their present age, sex, marital status to find out if they were married or single. The information concerning their educational status, if they were graduates or drop-outs along with checking with the school's records.

Their employment status information was acquired by requesting a reply to the question when paid, being employed or not and if so how, full, part-time, or even unemployed. An income bracket was used to acquire information on how much they were being paid and a comparison was made between the salaries of graduates and drop-outs.

Table I shows the number of graduates and grade level of drop-outs. Through the information obtained by the instruments used, two-thirds of the class was graduated four years later, while only one-third dropped out before graduation. Ten girls graduated along with eighteen boys. There were eight boys and six girls to drop-out.

The underlying causes given by the drop-outs is shown in Table II. This table showed some drop-outs gave as many as three motives for dropping out of school. The number one motives were "wanting to work", and "not interested in school work" with a frequency of eleven followed by rank ten and a frequency of ten was "went to vocational school", "had to help support my family", and "failed in my subjects". The frequency of one was ranked eleven "wanted a car", "could not afford the proper clothes", and "could not participate in activities due to grades".

An analysis of Table III reveals the information given by the



graduates as their reasons for remaining in school.

"Wanted to be a professional person", and "a college graduate", ranked number one with a frequency of fourteen or 50 per cent of the motives. Ranking number two was, "liked to study", "competition with students in studies", and "wanted to go to college" had a frequency of thirteen. "Personal contact with teachers" ranked ninth with a frequency of one. The reader may observe, the number one motive has the rank of one and a very high frequency.

Table IV shows data of the number of drop-outs or graduates who went to college, trade or vocational school to further their education. There were ten graduates to enter college, six boys and four girls or 36 per cent who were graduated went to vocational or trade school and two of the girls went also or 18 per cent of the students went to trade or vocational school. There were eight of the drop-outs who went to trade or vocational school, five boys and three girls.

\* A comparison of the co-curricular activities of the graduates and the drop-outs was shown in Table V. Actually all of the graduates had participated in all the activities the school had to offer, but this was not true in the case of the drop-outs. They participated in a very few of the activities. The graduates had represented their class with student council members or representatives, while on the other hand, the drop-outs only had a few representatives. The sports representations were few for both graduates and drop-outs due to the scholastic average that determines one's participation, but more graduates than drop-outs participated in the sports activities of the school.



The information obtained for Table VI was obtained from the students' cumulative record folders.

The graduates in some cases repeated a few courses, but never an entire grade. Most of the drop-outs repeated their grade several times; failures were due to illness, irregular attendance, and the necessity to work part-time.

Two or 7.14 per cent of the boy graduates earned an average of "A" for the four years they were enrolled, while six or 21.47 per cent earned an average of "B" and the remaining members of the class had a "C" average.

The boys and girls maintained an average of "C" until they dropped out and the remaining members had an average of "D" to "F" while attending school.

As to the marital and employment status of the graduates and drop-outs, twenty-four of the twenty-eight graduates were employed, leaving a total of four unemployed, and nine of the fourteen drop-outs were employed leaving five unemployed.

The amount of income earned weekly and every two weeks by the graduates was sixty one through one hundred dollars (\$61 - \$100) per week. The amount of income earned by the drop-outs was eleven through thirty dollars (\$11 - \$30) weekly or every two weeks. The marital status of the graduates shows seven of the twenty-eight graduates were married and five of the fourteen drop-outs were married leaving nine persons single.

Table VII reveals findings of the current marital and employment status of graduates and drop-outs. Twenty-four of the twenty-eight graduates were employed, leaving a total of four unemployed. Nine of the fourteen drop-outs, were employed leaving a total of five students unemployed.

The average amount of income earned weekly and every two weeks by the graduates with an income ranging between sixty-one through one hundred dollars (\$61 - \$100), per week. The average income earned by the drop-outs was eleven through thirty dollars (\$11 - \$30), being earned weekly and every two weeks. The marital status of the graduates showed seven of the twenty-eight graduates were married and five of the fourteen graduates were married leaving a total of nine persons single.

## CONCLUSIONS

The writer would like to admit that this study is only one among many others. The population was not large enough to come to any definite conclusions about those who remained in school until graduation and those who dropped out, but according to the information obtained through the various media it indicates the following conclusions:

1. That most drop-outs occurred in the tenth and eleventh grades.
2. That generally more students stay in school than drop-outs.
3. Those who remain in school and are graduated with their class made better grades than the drop-outs.
4. The drop-outs' grades are generally poor.
5. Most grades are in the range of B through C category.
6. Graduates tend to earn more money than drop-outs.
7. Regardless of how large or small a class is, some students will remain in school while others will drop-out or quit before their class graduates.
8. Those who remain in school have a dynamic motive or number of motives for remaining in school; while the drop-outs may have many motives for dropping out of school.
9. A student's irregular attendance may, and many times will eliminate his participation in the co-curricular activities of the school that are a part of his youthful school life.
10. No definite conclusion could be drawn about the marital status of drop-outs and the graduates.



## RECOMMENDATIONS

1. That the guidance staff and teachers make a sincere effort to determine the real reason for drop-outs leaving school.
2. That the guidance service do follow-up studies of its drop-outs with the hopes that the knowledge gained and properly applied will decrease the number of future drop-outs.
3. That the public be made aware of the drop-out problems plaguing our schools and the pupils' activity program be extended.
4. The curriculum of the Hempstead High School be revised to meet the needs of the pupils.
5. That audio-visual aids and the merit system of grading be used to encourage school attendance.
6. That administrators, teachers, parents, and civil leaders exert efforts to influence and encourage student attendance and the need for higher learning.
7. That all students be encouraged to remain in school and go to college.
8. That all students be treated alike with respect to academic achievement.
9. That a periodic study of all students be done with regard to their attendance and scholastic achievement.

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APPENDIX

November \_\_\_\_\_, 1980

Dear \_\_\_\_\_

I am Sudie Lee Walker, a graduate student of Prairie View A&M University in the area of Counseling And Guidance. I am employed by the Hempstead Independent School District in the area of Home Economics at Hempstead High School, Hempstead, Texas

I need your help. This semester I am doing a project entitled A Follow-Up Study of The Drop-Outs of the 1975 Freshman Class of Hempstead High School, Hempstead, Texas. You were a member of the 1975 freshman class, so I would appreciate if you would fill out and return to me within five days the enclosed questionnaire. Data will be kept strictly confidential. One purpose of my project is to find out why some students remain in school until graduation and why some dropped out. You will also find enclosed a self-addressed, stamped envelope for your convenience in replying.

May I hear from you soon?

Very truly yours,

Sudie L. Walker





c. If you remained in school and graduated with your class, check the motive or motives listed below.

- \_\_\_\_\_ 1. available material and information on job opportunities
  - \_\_\_\_\_ 2. personal counseling
  - \_\_\_\_\_ 3. personal contact with teachers
  - \_\_\_\_\_ 4. encouraged to stay in school
  - \_\_\_\_\_ 5. smaller classes with more individual attention
  - \_\_\_\_\_ 6. school will help me attain my goal in life
  - \_\_\_\_\_ 7. could keep up
  - \_\_\_\_\_ 8. liked school
  - \_\_\_\_\_ 9. got along with students
  - \_\_\_\_\_ 10. family wanted me to stay in school
  - \_\_\_\_\_ 11. to prepare for the future
  - \_\_\_\_\_ 12. additional motives:
- 
- 

D. In what co-curricular activities did you participate?

List activities with Yes or No answers.

- |                          |                       |
|--------------------------|-----------------------|
| _____ 1. Boy Scouts      | _____ 8. Choral Club  |
| _____ 2. Girl Scouts     | _____ 9. FHA          |
| _____ 3. Band            | _____ 10. FFA         |
| _____ 4. Student Council | _____ 11. Pep Squad   |
| _____ 5. Track           | _____ 12. Drama Club  |
| _____ 6. Basketball      | _____ 13. Speech Club |
| _____ 7. Football        |                       |

E. Are you now attending college Yes \_\_\_\_\_ No \_\_\_\_\_; vocational Yes \_\_\_\_\_ No \_\_\_\_\_; or trade school Yes \_\_\_\_\_ No \_\_\_\_\_ (Check Yes or No.)

F. Are you presently employed: Yes \_\_\_\_\_ No \_\_\_\_\_? If yes, are you employed full time \_\_\_\_\_ part time \_\_\_\_\_ summer only \_\_\_\_\_ fall only \_\_\_\_\_. Is income paid: weekly \_\_\_\_\_ every two weeks \_\_\_\_\_ monthly \_\_\_\_\_ bimonthly \_\_\_\_\_? (Check the bracket in which your income may fall)

- \_\_\_\_\_ 1. \$ 1 - \$ 10
- \_\_\_\_\_ 2. 11 - 20
- \_\_\_\_\_ 3. 21 - 30
- \_\_\_\_\_ 4. 31 - 40
- \_\_\_\_\_ 5. 41 - 50
- \_\_\_\_\_ 6. 51 - 60
- \_\_\_\_\_ 7. 61 - 70
- \_\_\_\_\_ 8. 71 - 80
- \_\_\_\_\_ 9. 81 - 90
- \_\_\_\_\_ 10. 91 - 100
- \_\_\_\_\_ 11. 101 - 111