

A FOLLOW-UP STUDY OF THE IMPACT OF SELECTED FACTORS  
ON CERTIFICATE HOLDERS FROM THE GENERAL  
EDUCATIONAL DEVELOPMENT TESTING  
PROGRAM AT TULSA PUBLIC SCHOOLS  
COMMUNITY EDUCATION  
DEPARTMENT

By

RANDALL E. JONES

Bachelor of Arts

Oral Roberts University

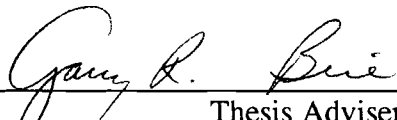
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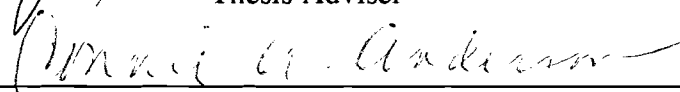
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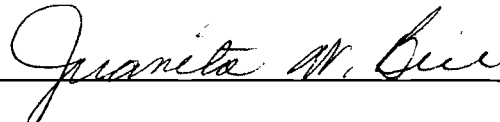
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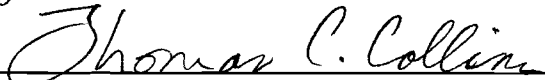
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Thesis Approved:

  
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Thesis Adviser

  
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\_\_\_\_\_  
Dean of the Graduate College

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Need for the Study	3
Purpose of the Study	3
Scope	4
Assumptions	4
Limitations	4
Definition of Terms	4
Objectives	5
Summary	6
II. REVIEW OF LITERATURE	7
Introduction	7
History of GED Tests in the United States	8
Program and Contract Services	10
Policy Research	10
Data Services	10
Test Development	11
GED Tests-Reliability and Validity Historically	12
History of the GED Program with Tulsa Public Schools CED	15
The Relationship of Personal Factors on the Completion of the GED and the Personal Factors of this Study	17
Differences Between High School Graduates and GED Graduates When Compared to Selected Personal Factors	19
Summary	22
III. METHODOLOGY	23
Population	23
Instrumentation	25
Procedures	27
Analysis of the Data	27
Summary	28

Chapter	Page
IV. FINDINGS .....	29
Summary .....	49
V. SUMMARY, DISCUSSION OF THE LIMITATIONS, SUMMARY OF SIGNIFICANT FINDINGS, AND CONCLUSIONS .....	52
Summary .....	52
Discussion of the Limitations .....	52
Summary of the Significant Findings .....	53
Conclusions .....	55
Recommendations .....	56
BIBLIOGRAPHY .....	58
APPENDIXES .....	60
APPENDIX A - MALIZIO AND WHITNEY TABLE OF KUDER- RICHARDSON COEFFICIENTS FOR THE GED TESTS .....	61
APPENDIX B - COVER LETTER .....	63
APPENDIX C - FOLLOW-UP LETTER .....	65
APPENDIX D - QUESTIONNAIRE INSTRUMENT .....	67
APPENDIX E - AMERICAN COUNCIL ON EDUCATION QUESTIONNAIRE .....	76
APPENDIX F - INSTITUTIONAL REVIEW BOARD APPROVAL FORM .....	81

## LIST OF TABLES

Table	Page
1. Population, Sample and Response Table . . . . .	30
2. Characteristics of TPS-CED GED Graduates . . . . .	31
3. School Districts that TPS-GED Graduates Attended Prior to Dropping Out of School by District by Year . . . . .	33
4. Employment Status Prior to Taking the GED Tests by Year by Percent . . . . .	34
5. Employment Status After Obtaining the GED by Year by Percent . . . . .	35
6. TPS-GED Certificate Holders that Sought A Different JOB After the GED Tests by Year and By Percent . . . . .	36
7. Reasons Given for Not Seeking A Different Job After the GED Tests . . . . .	37
8. Sources Used to Seek Employment After the GED by Source by Year . . . . .	39
9. The Time Lapsed Between Passing the GED and Obtaining a Job by Length of Time by Year . . . . .	40
10. Reasons Given by Respondents for Employers Not Hiring by Reason By Year . . . . .	41
11. Extent that GED Certificate Holder Thought That Additional Skills Training Was Required to Obtain Initial Employment by Amount By Year . . . . .	42
12. Extent that GED Certificate Holders Thought that Additional Academic Education was Required to Secure Employment by Amount by Year . . . . .	43
13. Income Change of TPS-CED Certificate Holders by Type of Change by Year . . . . .	44

Table	Page
14. Perception of TPS-GED Certificate Holders that the GED Certificate Prepared them to Obtain a Job .....	45
15. TPS-CED Certificate Holders that Took the GED Preparatory Classes .....	46
16. Those Who Took the Preparatory Classes by Location by Year .....	46
17. TPS-GED Certificate Holders That Used Their Certificate to Enroll In Vocational-Technical School or College by Year by Percent .....	47
18. Type of Program the TPS-GED Certificate Holders Used Their Certificate for Enrollment by Program by Year .....	47
19. TPS-GED Certificate Holders Perception as to Whether the GED Training and Testing Prepared them for Further Education by Year by Percent .....	48

## CHAPTER I

### INTRODUCTION

Tests of General Education Development (GED Tests) are utilized throughout the United States and in much of Canada as a comprehensive measurement for adults who did not graduate from high school. The current battery of GED Tests consists of five tests that measure academic skills in "all core areas of a high school curriculum: writing, social studies, science, literature, and mathematics" (GEDT, 1991, p. 1).

Eligibility and minimum score requirements are set by each participating state or province. Examinees that earn scores sufficient to qualify for the credentials obtain a certificate that is generally recognized as a high school diploma. "Equivalency program acceptance, especially as it is related to successful completion of the GED Tests, is well documented" (Carbol and Maguire, 1986, p. 76).

The use of GED Tests as an equivalency examination for high school completion has been practiced by Tulsa Public Schools Community Education Department since 1966 (Goodman, 1992). There was a lack of information regarding the status and experiences of GED certificate holders that tested with Tulsa Public Schools Community Education Department, (TPS-CED). It became apparent that feedback to TPS-CED was vital in determining what areas might expand or be modified within the program, what would help the certificate holders obtain better employment, enter a program of post-secondary



education, or realize some benefit of having successfully completed the GED examination. It was also important to the TPS-CED that empirical data be compiled that would validate the benefits of their program to the citizens and school administrators of the community they serve.

Identification of specific personal factors that may be affected upon the completion of the GED may promote the planning of job placement programs, college or vocational educational preparation courses or better prepare the graduate to seek avenues of personal advancement. TPS-CED may use the data of this study to evaluate the need for and curriculum of the GED preparatory classes versus the number of individuals that pass the GED Tests without preparatory classes and may need other assistance to derive greater benefit from passing the GED. TPS-CED may be able to provide a more accurate reflection of expectations for the GED certificate holders of job and income opportunities, the amount of time that participants might expect to obtain employment or more effectively incorporate additional skills training programs and or academic programs that aid in initial employment through their own department or working with other community service providers.

### Statement of the Problem

The problem was a lack of empirical data upon which to base an evaluation or follow-up of the impact of selected personal factors on the students that successfully passed the General Education Development Tests with the Tulsa Public Schools Community Education Department.

### Need for the Study

Evaluation studies of high school equivalency programs have reported widespread acceptance of equivalency credentials in the United States by post-secondary institutions (Whitney, 1982), the military (Laurence, 1983), and employers (Malizio & Whitney, 1985).

Studies of high school equivalency programs have largely shown that candidates view the GED tests as a way of increasing their job and promotion opportunities, and report improved self-image as the greatest program benefit (American Council on Education, 1987). The basis for this study was to describe and relate the effect of obtaining the GED within the local program provided by Tulsa Public Schools-Community Education Department.

### Purpose of the Study

The purpose of the study was to determine if the level of training and education obtained by completing the GED Tests with the Tulsa Public Schools Community Education Department was appropriate and beneficial for the participants on selected personal factors such as; career and job advancement, salary/wage scale, further educational prerequisites or to meet other legal obligations. The research was determined by a questionnaire instrument mailed from TPS-CED to a random sample of former students who had successfully passed the GED Tests with TPS-CED.

## Scope

This study included a random sample selected from the graduates or certificate holders testing with TPS-CED in 1990, 1991, 1992.

## Assumptions

For the purpose of this study, the following assumptions were made:

1. Each participant did their best to answer all items on the questionnaire instrument.
2. The answers were true measures of the participant's own perceptions.

## Limitations

This study was limited by:

- a. the size of the sample
- b. the transient nature of many people in the sample
- c. the voluntary nature of the testing through return mail reply; and
- d. the lack of specific diagnostic information.

A more detailed discussion of the limitations may be found in Chapter V.

## Definition of Terms

The following terms are defined for the purposes of this study:

GED - General Educational Development , a certificated program which consist of a series of examinations which are designed to determine whether the person

taking them has the literacy and computational skills equivalent to those of the upper two-thirds of the students currently graduating from high schools in the United States.

Successfully Tested - participants that pass the five-part GED exam and are issued a high school equivalency diploma. Standards for a passing grade are set by each state.

Adult Student - the student testing with the Tulsa Public School Community Education program must be over the age of 17.

TPS- CED - Tulsa Public Schools - Community Education Department

GEDTS- General Educational Development Testing Service of the American Council on Education, Washington, D.C.

Examinee- adults who are taking the GED Tests to receive an equivalency diploma.

### Objectives

The following objectives were developed in order to achieve the stated purpose:

1. To determine whether certificate holders of the GED program with TPS-CED who were seeking employment were able to secure employment upon completion of the GED program within six months. If they did secure employment upon completion of the program, how long did it take them to secure that employment?
2. To determine if further skills, training and/or academic education were necessary for the certificate holder to secure initial employment.

3. To determine if the certificate holders income level improved because they obtained the GED certificate.

4. To determine if the certificate holders used the GED certificate as a prerequisite or pre-admission requirement to enroll in post-secondary educational programs.

### Summary

The introductory chapter presents a statement of the problem surrounding the lack of data to determine the effect of GED Tests with TPS-CED on selected personal factors. The need for the study was stated. The purpose of the study was to summarize if the level of training and education obtained by completing the GED test with TPS-CED was appropriate and beneficial for the participants on personal factors such as, career and job advancement, salary/wage scale, further educational prerequisites or individual perceived benefits. The scope of the study was described. Assumptions and limitations were outlined.

Chapter II contains a review of literature pertaining to the history of the GED in the United States and with Tulsa Public Schools. Chapter III explains the methodology used in conducting the study, including the population, data collection, and analysis of the data. Chapter IV describes the finding of the study as well as the statistical analysis of the survey data. Chapter V contains the summary of the study, conclusions and recommendations of the study.

## CHAPTER II

### REVIEW OF LITERATURE

Chapter II is organized as follows: (1) The history and definition of the General Education Development Tests in the United States , including recent trends in the number of adults being awarded GED certificates; (2) The history of the GED program with Tulsa Public Schools Community Education Department; (3) The relationship of personal factors on the completion of The GED and the personal factors selected for this study; (4) Differences between High School graduates and GED graduates when compared to selected personal factors; and (5) Summary.

#### Introduction

Without question, a high school diploma has become the principal prerequisite for entry into jobs and educational programs that hold promise for significant advancement opportunities. In the years since World War II, the proportion of high school graduates in the civilian labor force has grown from being a sizeable minority as recently as 1959 to more that 75% as of the 1990 Census (Bureau of Labor Statistics, 1990). For all practical purposes, for employment as well as for post-secondary education, finishing high school has become the norm ( National Center for Education Statistics, 1979 ).

## History of GED Tests in the United States

The General Education Development Tests are a series of examinations designed to determine whether a person has the literacy and computational skills equivalent to those of the upper two-thirds of the students currently graduating from high schools in the United States (Barasch, Kappraff, Ganz, & Hill, 1990). The tests are administered each spring to a representative random sample of graduating high school seniors. Passing scores are then set so that almost thirty percent of the students will not pass. The GED Tests are sponsored by the American Council on Education, Washington, D.C.

The tests were first offered in 1943 (Quinn, 1990). According to Quinn, the roots of the GED testing concept may be traced to "Taylorism" and the production model of education promoted during the scientific movement of the early 1900s. A group of reformers, including Ralph W. Tyler of the University of Chicago, Everet Lindquist of the University of Iowa, and others associated with the American Council on Education, the Rockefeller General Education Board, and the Carnegie Corporation, promoted the tests as part of a larger effort to introduce a "general education" curriculum in the high schools and to end the dominance of the Carnegie unit system (Quinn, 1990). "The popularity of the GED Tests was bolstered by their purported scientific objectivity and their use for returning World War II veterans whom colleges and universities were eager to enroll under GI Bill funding" (Quinn, 1990). The attempted progressive education reforms of the public high schools failed but the GED credential survived as a low-cost substitute for high-school dropouts. During the 1950s the American Council on Education took full control of the GED testing program. The GED Tests have survived numerous milestones

in the United States; In 1955 Ralph Tyler published the first evaluation of GED testing, "Fact-Finding Study" of USAFI. By 1965 the number of persons who had taken the GED Tests since inception of the program exceeded 1 million. In 1966, the U.S. Government provided federal funding for ABE (Adult Basic Education) and GED programs. In 1991 the number of GED graduates or certificate holders exceeded 12 million (American Council on Education, 1992).

The GED program represents an extensive national and international network of adult learners, teachers, chief examiners, local and state program administrators, state and provincial directors of adult education and administrative staff at the GED Testing Service of the American Council on Education. The tests themselves serve more than 800,000 adult learners annually and provide the vehicle for approximately one in seven high school diplomas awarded in the United States each year. In all more than 12 million individuals have now earned GED diplomas since the tests were implemented in 1942 (American Council on Education, 1992).

The GED testing program jointly belongs to the GED Testing Service of the American Council on Education and to each state department of education. The GED testing Service is connected to the other aspects of the system through established channels as well as more informal ties based on shared interests in promoting second chance education to millions of adults without high school diplomas. The process of the GED program broadly is organized to accomplish four technical functions: program and contract services, policy research, data services, and test development (American Council on Education, 1992). These four functions are briefly described below.



### Program and Contract Services

On a contractual basis, GEDTS, establishes Testing Centers, appoints chief examiners, provides testing materials, and in some cases, test and essay scoring and record keeping services to approximately 3,500 Testing Centers throughout the United States and Canada. GEDTS also monitors these centers for security and services to examinees; responds to policy and procedure questions from states; and responds to other inquiries from GED candidates, teachers, parents, businesses and the media.

### Policy Research

GEDTS collects and analyzes data relevant to GED candidates and graduates, evaluates the policy implications of research findings, prepares research reports and policy papers, and makes oral and written presentations on a variety of issues. This information is available to adult education centers, teachers, researchers and policy makers in education, business, industry, government, and post-secondary education.

### Data Services

Through the data services staff, GEDTS scores GED tests for the military, federal prisons, and several other special programs and populations. It also scores essays for testing centers, scans item tryout data, and supports a variety of other projects such as the recent GED candidate study.

## Test Development

The test development unit consists of a director, a psychometrician, one test specialist for each of the five content areas, a test production manager, a test production coordinator, a network systems analyst, and a network coordinator. Each year, external specialists write questions, called test items, for new operational forms of the GED Tests. The GEDTS actively advertises for additional writers, in order to contract with a cross-section of educators who represent the diversity of the United States population with respect to ethnic origin, gender, and geographic location.

Each potential question is subjected to a seven-stage review process before it can be included in an operational test for field-testing. Each question is reviewed by the appropriate test specialist for content accuracy, fairness, and general quality. After the initial review, the question with revisions is submitted to three independent external content reviewers, consultants who are content specialists in the appropriate disciplines. The question then goes to the measurement/bias review where it undergoes scrutiny by two independent, external, specially trained psychometricians. The question is then reviewed or rejected and is passed to the sixth review by a professional external editor/proffer for grammar, spelling, vocabulary, format, and surface errors. The seventh, or final phase is where a GED test specialist revises the question based on the editor/proffers' comments.

Based on the fairness and performance statistical results of the examinees' performance on the field-test questions, the GED staff selects questions for the operational and practice test forms. For each test in the battery, items for the new forms are selected

to match the test specifications defined by the content test specifications. Preliminary versions of the new test forms are reviewed by the GED test specialists, psychometrician, and director of test development. Final form review sheets are sent to three separate external content specialists who serve as final form reviewers and to two psychometricians who serve as measurement reviewers. Suggestions are reviewed and a final test is developed based on the specialists, psychometricians and director of test development findings.

Once operational forms have been approved and printed, they are administered to a random stratified sample of high school students prior to graduation in a standardization administration and are equated to the 1987 norming sample. At the same time, the GED staff monitors the skills levels of high school seniors to determine if performance changes have occurred that could require a new standardization or norming of the tests (American Council on Education, 1992). The tests are then ready for the GED examinees to try to qualify for a high school equivalency diploma.

### GED Tests- Reliability and Validity Historically

Reliability refers to the degree of accuracy. That is, to what extent would an examinee be expected to earn similar scores taking the same test again, taking different forms of the test and/or taking the test on different days? Reliability is affected by the characteristics of the tests as well as by the nature of the examinee population(s). For the GED Tests, the two populations of primary interest are the high school seniors in the periodic standardization studies and the actual GED examinees (Whitney, Malizio, and Patience, 1986).

Reliability may be assessed by computing a coefficient reflecting the consistency of the examinee's responses across the set of items in the test. The Kuder-Richardson formula 20 (KR20) coefficient is often used for this purpose. This was used in 1981 by Malizio and Whitney to report ranges of KR20 coefficients resulting from administering tests in 1980 with samples of U.S. graduating high school seniors and GED examinees. Similar coefficients were obtained for seven test forms administered to samples of U.S. high school seniors in 1983 and 1985. The results were generally considered acceptable evidence of a high degree of internal consistency (reliability), with the coefficients for seniors slightly higher than those for GED examinees. Malizio and Whitney (1982) concluded that the result is chiefly due to the fact that seniors' scores are somewhat more variable than those for GED examinees. (See Appendix A for a table describing the reliability and validity coefficients of this study).

Validity of a test refers to the meaningfulness of its scores. That is, to what degree are an examinee's scores interpretable as measures of the intended (or assumed) knowledge and skills? Because tests often have more than one purpose, GED examinees have many reasons for taking the test, validity can be evaluated separately for each purpose and reason. Meaningful interpretation involves considering the tests' content, the correlations of the tests' scores with data from other sources (e.g., other tests, school grades), and the experiences of users of the tests' results (APA, 1974). Because there are many aspects of validity for the GED Tests, many pieces of information are relevant (Whitney, Malizio, and Patience, 1986).

There is evidence from national surveys that businesses and higher education institutions accept the credentials based on successful performance on the GED Tests as

equivalent to those earned in the more traditional fashion (Whitney, Malizio, and Patience, 1986). Spille (1982) reports that 95% of the nation's post-secondary education institutions consider applicants with high school equivalency credentials and those with traditional diplomas identically. In the business sector, Malizio and Whitney (1985) found that between 96% and 98% of the companies surveyed in a national study give GED graduates the same initial levels of employment, the same starting salary, and the same opportunities for advancement as are given to traditional high school graduates. A recent study of the acceptance of the GED credential in the hiring policies of Denver area employers indicated that 83% consider the GED credential and the high school diploma to be equivalent for hiring purposes when all other factors are equal (Carson, 1983).

The results of a nation-wide follow-up study of GED graduates (Cervero and Peterson, 1982; Behal, 1983) suggest that many, though not all, of the examinees' expectations are met after passing the tests. Studies in Maryland (Reed, 1984) and New Jersey (Darkenwald and Valentine, 1984, 1985) have reached similar conclusions. For persons seeking greater employment and educational opportunities, passing the GED Tests clearly leads to such improvements for a majority of the examinees. GED graduates regularly report improvements in pay, acceptance in education and training programs, and other expected benefits (Whitney, Malizio, and Patience, 1986).

It is estimated that 200,000 to 250,000 GED graduates annually enter some type of post-secondary education program. Once in these programs, the academic success of GED graduates (compared to that of traditional high school graduates) reflects the predictive validity for the GED Tests. A number of studies of the college success of GED graduates have been completed (Wolf, 1980; Wilson, Davis, and Davis, 1981; Colert,

1983). Although there are minor differences in the results of these studies, it can be generally concluded that GED graduates (as a group) succeed in college at about the same rate and to about the same degree as do traditional high school graduates (Whitney, Malizio, and Patience, 1986).

In conclusion, Whitney, Malizio, and Patience state that, "data suggest that the test results are sufficiently reliable for continued use and that the validity evidence generally supports the intended uses of the tests" (1986).

### History of the GED Program with Tulsa Public Schools CED

Tulsa Public Schools GED testing was initiated in 1966. In the current TPS organization, administration of this program is carried out by the Community Education Department. Prior to 1985 the GED Testing program was under the Tulsa Public Schools Testing Department. The City of Tulsa Parks and Recreation Department was collaborating with Tulsa Public Schools- Community Schools operating 5 sites within the school system, offering recreational programs, in the public schools during "off" school hours. GED and ABE classes were part of the collaboration. The TPS director of testing resigned and a reorganization ensued, placing the GED Testing, Community Schools, and Adult Basic Education under one department within the Tulsa Public School system. When the City of Tulsa lost revenue sharing money the Parks and Recreation Department severed all ties to the Community Schools system.

Today TPS-CED operates an adult training center in a former elementary school site within the TPS system. Classes for GED testing preparation are held during the day,

as well as the evening in all the core subjects. Students are evaluated with a pre-test, administered at the training center, to determine areas of academic aptitude and/or deficiency. Students are not required to attend the preparation classes before taking the GED Tests. TPS-CED also operates several other testing sites at various Tulsa-metro area locations. The Post/YMCA, apartment complexes, high schools, churches, jails, alternate schools and early release programs (Atkinson, 1992).

Tulsa Public Schools became actively involved with the GED Testing program and Adult Basic Education following the U.S. Government passage of federal funding to support such programs. TPS-CED receives federal (75%) and state (25%) allocations to support their ABE and GED programs. In order to qualify for these funds, the classes must have a minimum enrollment of 12 and a maximum enrollment of 24 students. When this level is reached a class may be funded. The number of classes determines the funding level. TPS-CED was at funding level 18 in 1993. The program at TPS-CED has grown considerably. For example, in 1985 the number of classes was 36 per year with a budget of \$ 90,000.00. In 1993 the number of classes was 127 per year with a budget of \$317,000.00 (Goodman, 1993). With TPS-CED the student must be over 18 years of age and have no diploma. They must take a pre-test and a post-test. The pre-test is used as a placement tool and the post-test is an assessment tool. The tests used are Standardized Test of Adult Basic Education and a Learning Styles Inventory.

There have been no research or follow-up studies conducted on GED examinees with the Tulsa Public Schools Community Education Department. In 1978, 1985, and 1991 Tulsa public Schools conducted a follow-up study of High School graduates which relates to some of the selected personal factors of this researcher's study. "The percent

attending a college or university increased from 53.2% in 1978 to 57.1% in 1985 and to 59.0% in 1991. The percent employed decreased from 33.6% in 1979 to 25.1% in 1985 and to 22.9% in 1991. The percent of students who indicated that they were unemployed and seeking work declined from 9.2% in 1985 to 5.2 % in 1991" (Tulsa Public Schools, Research Department, 1991). This study also indicated that there was a higher percentage of girls than boys attending colleges and the percentage of boys working was higher that of girls. The number of high school students attending other "special schools" in 1978 was 3.4%, decreased in 1985 to 2.2%, and increased in 1991 to 4.3%.

The Relationship of Personal Factors on the  
Completion of the GED and the  
Personal Factors of this Study

Changes in the structure of our society are fueling the adult-education movement. The rapid changes of technology and business methods and the evolution of a global society are fundamental reasons more adults are returning to school. People need more education on an ongoing basis just to stay informed, not to mention to remain employable. More than 60 percent of the more than 25 million people participating in adult education activities reportedly returned to school to advance a career opportunity, to improve a job-related skill, or to get a job (Baker, 1992). The changes in women's roles and the large number of women entering the workplace are also requiring that more and more women acquire additional education.

The value of an education in financial terms is well documented. According to the Bureau of the Census, the potential lifetime earnings of average men and women can be



related directly to the level of education they obtain (Baker, 1992). In addition to the financial benefits of finishing college or obtaining an advanced graduate degree, job security and career flexibility are associated with more education (Baker, 1992).

According to the department of labor, minimum education levels are rising for almost every occupation. Quite simply, your chances of being unemployed are greater if you don't have enough education (Baker, 1992).

A majority of individuals who enroll in GED programs throughout the United States indicate that they are interested in obtaining an equivalency certificate for employment-related reason (Glustrom, 1981) Several researchers have concluded that a GED is helpful in gaining employment for a large percentage of diploma holders, and that the GED can enhance a person's opportunities for salary increases and promotions (Ayers, 1980; Cervero, 1983; Moore, 1980, 1992; Reed, 1984; Valentine and Darkenwald, 1986). Results have also suggested that personal benefits such as self-satisfaction seemed to outweigh educational and job-related benefits and that those who had acquired an equivalency diploma may have enhanced their chances for employment (Carbol, and Maguire, 1986).

Employers reported placing considerable emphasis on educational credentials. About one-fourth of the companies have no jobs for adults with less than a high school diploma or equivalency credential. At approximately half of the companies, persons hired with less than a high school diploma can enhance their opportunities for promotion by obtaining a high school equivalency credential (Malizio, and Whitney, 1985).

Nationally, a large number of GED graduates report that they pursue further education upon receiving a GED certificate (Moore, 1982; Valentine and Darkenwald,

1986). GED follow-up studies indicate that approximately 50% of all GED graduates participate in some type of educational program after obtaining their diploma (Cervero, 1983; Reed, 1984). Many of these individuals become students at two-year colleges (Cervero, 1983). Research has indicated that GED holders have a strong desire to succeed in college, because they realize that education is a desirable way to increase their economic potential (Swarm, 1981).

In 1986 Carson reported that there were three major reasons expressed by adults for taking the GED Tests: (a) to be recognized as equivalent to a high school graduate, (b) to increase employment opportunity, and (c) to continue educational or training pursuits. Other studies have demonstrated that a person's level of educational achievement is directly proportional to his employment level and earnings over a lifetime (Bureau of the Census, 1981).

### Differences Between High School Graduates and GED

#### Graduates When Compared to

#### Selected Personal Factors

Several research studies have investigated whether differences exist between the traditional high school graduate and the GED graduate. These studies generally consider similar selected personal factors. One recent study compared the performance of GED examinees and graduating high school seniors on each of the five Tests of General Educational Development (Baldwin, 1992). In this study the key findings and implications were; The overall performance of GED graduates, averaged over all five GED Tests, equaled that of graduating high school seniors. GED graduates'

performances on the Social Studies, Science, and Interpreting Literature and the Arts Test surpassed those of seniors. These findings suggest that, on average, adults who pass these GED Tests have content knowledge and skills in social studies, science, and literature and the arts that exceed the knowledge and skill levels of graduating high school seniors. Seniors demonstrated higher skill levels in mathematics and essay writing than GED graduates; the error correction and editing skills of both groups were equivalent. Skill levels in mathematics and writing may depend more on recent formal instruction and practice than do skill levels in other areas (Baldwin, 1992). Several research studies have investigated whether differences exist between the traditional high school graduate and the GED graduate in post-secondary educational settings. While some studies have suggested that individuals with a GED certificate are much less likely to complete post secondary programs than students with traditional high school diplomas (Quinn and Habermann, 1986), other studies have found no significance between persons with a GED and those with a traditional high school diploma for the rate of persistence in college (Beltzer, 1985). Research has also indicated that the college grade-point average (GPA) of GED graduates is equal to that of traditional high school graduates (Ayers, 1980; Colert, 1983; Willett, 1982).

Recent research has been conducted to determine the perceptions of employers toward individuals with a GED. Results from these studies indicate that a large number of employers accept a GED as equivalent to a traditional high school diploma when making decisions concerning hiring practices, salary levels, and job advancement (Carson, 1986; Grise and Klein, 1986; Malizio and Whitney, 1985). However, other studies have suggested that traditional high school graduates show a higher occupational growth

potential and a higher rate of employment retention (non-quitting) than GED graduates (Fields, 1986; Ladner, 1986). GED diploma holders tend to be employed in precision craft and repair trade rather than in executive, management, and professional positions (Ladner, 1986). A 1987 study by Grise and Klein concluded that a majority of those surveyed believe that GED graduates perform as well as or better than regular graduates (in the workforce) and 51% said that the employment retention of individuals with a GED as a terminal degree was the same as those having a regular high school diploma.

In another study, GED recipients employed during 1985 earned, on the average, more pay per hour worked than youths without high school diplomas or GED's. However, high school graduates were more likely than GED recipients to be labor force participants and employed, and their average hourly wages were higher than GED recipients' (Passmore, 1987). Passmore concluded, the findings of this research and other similar associational studies can describe only the labor market correlates of obtaining a GED. Additional research is needed to determine the role of a GED credential in the labor market (Passmore, 1987).

Other studies have shown that GED graduates compare favorably with traditional high school graduates in their performance at work and in post-secondary education. When pressed about their views of GED graduates, many employers echoed the comment of one who said, "You have to admire the initiative and ability of a person who gets a GED Diploma. That's what we want in our workers" (Lowe, 1991). Students who stay in school generally come from more advantaged economic and educational backgrounds-qualities that serve them well in the labor market. Without a thorough knowledge of the roles played by social, cultural, and economic factors, we cannot hope to understand

difference in educational opportunity, or determine the true labor market effects of high school completion. The GED Test cannot measure these factors. The tests do measure academic skills, and can be used a gauge of academic preparation for the workplace and for higher education (Lowe, 1991).

### Summary

In order for TPS-CED to maintain that obtaining the GED certificate benefits the students and community, the participants who have successfully completed the GED Tests need to be surveyed to determine the degree of success in selected personal factors; success in finding employment, need for further skills, training and/or other academic credentials, improved income level or use of the certificate to enroll in post-secondary educational programs. The researcher worked with the Tulsa Public Schools Community Education Department to obtain research information that measured these factors.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to determine if the level of training and education obtained by completing the GED Tests with the Tulsa Public Schools Community Education Department was appropriate and beneficial for the participants on selected personal factors such as; career and job advancement, salary/wage scale, further educational prerequisites or to meet other legal obligations.

The problem was a lack of empirical data upon which to base an evaluation or follow-up of the impact of selected personal factors on the students that successfully passed the General Education Development Tests with the Tulsa Public Schools Community Education Department.

#### Population

The population for this study was composed of adult students who tested and passed the GED Tests, receiving a GED Diploma, with Tulsa Public Schools Community Education Department from July 1989 through July 1991. Records provided to the researcher by Tulsa Public Schools Community Education Department revealed that the 1990 graduates consisted of 621 members. In 1991 there were 545 GED graduates and in 1992 there were 638 GED graduates. The total members during the study period was

1,804. The random sample was 207 for 1990, 181 for 1991 and 212 for 1992 for a total sample of 600 GED graduates from TPS-CED.

The formula for estimating the sample size and a table for determining the sample size based on confidence level needed from a given population was provided by Krejcie and Morgan in Issaac and Michael's book Handbook in Research and Evaluation for Educational and Behavioral Science (1982). According to this table a population of 1,800 should have a sample size of 317.

The researcher also took into consideration that the lists of graduates was already randomized in that the compilation of the list had been on a first-come, first-serve basis and was not in alphabetical order. In order to allow for a 50% return rate the researcher decided to choose to solicit responses from 600 GED graduates. With a total population of 1,804 the researcher decided that every third name would equal the desired 600 GED graduates. The GED- CED secretary was asked to print out a mailing label for every third name on the randomized list.

Questionnaires were mailed to the 600 GED graduates with a colored dot on the questionnaire to track which year the students were responding from. A blue dot represented 1990, green dot 1991 and red dot 1992. The questionnaire did not have students names or any other personal information so that the responses were totally "blind" and could not be traced to participants.

The questionnaire was mailed with a cover letter (Appendix B) explaining the nature of the study and an addressed , stamped return envelope was provided. A follow-up letter (Appendix C) was mailed 30 days later to prompt responses.

A total of 204 responses were received from the initial and follow-up mailings. 1990 responses totaled 35. 1991 responses totaled 80. 1992 responses totaled 89. A total of 84 envelopes were returned with addressee unknown, no forwarding address. The return rate was 17% for 1990, 44% for 1991 and 42% for 1992 for a total return rate of 34%. This return rate compares favorably with that of similar research by Cervero and Peterson (1982) who reported a rate for their survey of 24%. The Krejcie and Morgan table provided a formula for estimating the sample size needed relative to a population of a known size, a specified confidence level (e.g., .95 ) associated with a chi square statistic for one degree of freedom, and the designated degree of accuracy as reflected by the amount of sampling error that can be tolerated. (Thus, for the tabular entries the sampling error was set at .05- a value equivalent to +/- 1.96 time the standard error of the proportion, Issaac and Michael, 1992).

### Instrumentation

The questionnaire (Appendix D) was designed by the researcher using methods described in AGED 5980, Research Design class, Dr. James P. Key, Oklahoma State University, Summer, 1992, and Berdie, Anderson, Niebuhr (1986) and Draves (1988). The questions were designed to determine the success of GED certificate holders in obtaining employment, using the GED certificate to enter post-secondary education courses, demographic information, background data and evaluative questions pertaining specifically to the TPS-CED program.

An effective method of evaluating a program after one year, two years, three years, or longer has been the follow-up survey conducted among graduates of a program or



school. (Blunt, 1972) Blunt (1972) quoted Moore (1980) who discussed the success of follow-up studies of adult students in Adult Basic Education as difficult. However, Blunt (1972) noted that another researcher, Hodges, (1973), had a high level of success in finding former students. According to Hodges (1973), as cited by Blunt (1972):

The questionnaire has been used increasingly, however, to inquire into the opinion and the attitudes of a group. The questionnaire is especially useful in descriptive survey instruments in securing information from widely scattered sources and when it is not practical or possible to see the respondents personally (p. 17).

Blunt (1989) also quoted Hodges 1973, "It can be concluded that if programs are to be properly evaluated, it becomes necessary to go beyond the students currently enrolled." In order to provide a viable program for students needing the GED certificate, former students are a valid source of information concerning the objectives of research.

The questionnaire for this study was developed by studying other questionnaires such as the follow-up survey form used by the GED Testing Service of the American Council on Education (American Council on Education, 1992, Appendix E). The researcher asked faculty members and administrators with the TPS-CED to submit proposed questions and the Program Director approved the questionnaire. The instrument was first tested by sending the TPS-CED administrators a copy and requesting their changes and or additions. The instrument was also presented to members of a research design class for their criticism. The questionnaire was also tried out on seven (7) Tulsa Junior College students that had GED certificates. The questionnaires were mailed out as an "in house" project of the Tulsa Public Schools- Community Education Department and

the letter enclosed was on department letterhead with the permission of the program director.

The validity of the questionnaire was determined by submission to experts and administrators with the TPS-CED to check for content of the proposed areas of measurement. Following their initial review the instrument was revised and presented to them for additional review. Pretesting GED certificate holders who were attending Tulsa Junior College was conducted at separate intervals to determine the reliability of the instrument.

The instrument was submitted and cleared with the Institutional Review Board of Oklahoma State University (Appendix F) .

### Procedures

The questionnaires were mailed in April of 1993. The collection of returns occurred from May 14, 1993 through July 26, 1993. The questionnaire required approximately five minutes to complete depending on the respondents desire to elaborate on written responses. The follow-up letter was mailed in May of 1993. After all the returns were collected the researcher tabulated the responses. Scores were converted to percentages to allow comparison on a yearly level.

### Analysis of the Data

Results of the responses were tabulated. A table was prepared to report the results of each question. A written commentary was prepared to explain each table and draw conclusions based on the data concerning the selected personal factors of the study.

## Summary

This chapter has included the procedures for the collection of the data in this study. The population was described. The instrument used for the data collection was discussed. The time frame and method of data collection were outlined. The method of analysis was described.

## CHAPTER IV

### FINDINGS

The problem was a lack of empirical data upon which to base an evaluation or follow-up of the impact of selected personal factors on the students that successfully passed the General Education Development Tests with the Tulsa Public Schools Community Education Department.

The purpose of this study was to summarize the level of training and education obtained by completing the GED Tests with the Tulsa Public Schools Community Education Department was appropriate and beneficial for the participants on selected personal factors such as; career and job advancement, salary/wage scale, further educational prerequisites or to meet other legal obligations.

A questionnaire instrument was designed and used to solicit response from a random sample of GED graduates from July 1990 through July 1991. A total of 600 questionnaires were mailed out. A total of 204 were returned. The results were tabulated and a table was prepared to report the results of each question.

Table 1 is a tabulation of the population and sample. The total number of GED graduates for each year, the number randomly selected to receive questionnaires (600) and the number of responses for each respective year. It is significant to note that the response rate was markedly less for the oldest group of graduates. The rate varied very

little from the two most current years but less than half when asked after a 3 year lapse.

TABLE 1  
POPULATION, SAMPLE AND RESPONSE TABLE

	1990	1991	1992	TOTAL
Number of TPS-GED Certificate Holders	621	545	638	1,804
Number selected/mailed questionnaires	207	181	212	600
Number of respondents	35 (17%)	80 (44%)	89 (42%)	204 (34%)

Table 2 provides an overview of the specific information provided by each respondent regarding gender, age, race and educational level before and after completing the GED examination. This provides information to the program directors that may give them a profile of the GED graduates from the TPS-CED program. The gender of the graduates over the three year period maintained a mean of 49 % male and 51% female. However, on closer observation the program appears to be transitioning from majority male in 1990 (60%) to majority female in 1992 (67%). The mean age of the participants

appears to gradually be getting older each year, gaining about 8 years between 1990 to 1991 and 3 years from 1991 to 1992.

TABLE 2  
CHARACTERISTICS OF TPS-CED GED GRADUATES

Characteristic		1990	1991	1992	Total
Gender	Male	60%	54%	33%	49%
	Female	40%	46%	67%	51%
Age in years (mean)		21.8	29.2	32.9	27.9
Mean highest grade completed before the GED		10.8	10.2	10.7	10.5
Mean highest grade completed after the GED		13.3	13.1	12.8	13.0
Race	Caucasian	60%	68%	82%	70%
	Black	20%	7%	10%	12%
	Asian	0	0	0	0
	Hispanic	0	0	0	0
	American Indian	20%	25%	8%	18%

Table 2 also reveals that the highest grade completed before the GED was relatively the same for all three years, the 10th grade appears to be the most significant year for drop-outs from this population. It is also significant to note that out of the respondents the highest grade completed after the GED graduation appears to be about the same (13, or at least 1 year of college completed). It may be noted that the most recent graduates (1992) had not had time to complete the first college year at the time of the study, but the study indicates that a number of them were currently enrolled as discussed in tables to follow.

Table 2 shows that while the Tulsa community is a diversified community racially, this program appears to be serving a significant majority of caucasian population (mean 70%). The responses from caucasian participants increased each year while the minority races (Black and American Indian ) decreased each year. There were no responses from Hispanic or Asian races while the Tulsa community has a significant number of these populations living in the service area. Table 2 is based on the number of responses indicated in Table 1, (1990-35, 1991-80, 1992-89)

Table 3 records the locations of TPS-Ged Certificate holders school districts they were attending prior to dropping out. The respondents listed the specific districts and the researcher categorized them by former Tulsa Public School students, other Tulsa County districts, other State of Oklahoma districts, and out of State districts. The table indicates that a majority of the participants the Tulsa Public School Community Education Program is serving is from the Tulsa school district (mean 46%) and the surrounding Tulsa county districts (mean 29%) for a combined mean total of 75%. From this table it appears that something significant changed in this area during the 1991 testing period. A significant

number of participants were from other Oklahoma districts and out of Oklahoma districts. Further research may determine what occurred in 1991 to make this change.

TABLE 3  
SCHOOL DISTRICTS THAT TPS-GED GRADUATES ATTENDED PRIOR  
TO DROPPING OUT OF SCHOOL BY DISTRICT BY YEAR

Location	1990	1991	1992	Total
Tulsa Public School district	60%	34%	43%	46%
Tulsa County OK districts	40%	11%	36%	29%
Other Oklahoma districts	0%	32%	7%	13%
Out of Oklahoma districts	0%	23%	14%	12%

The employment status, securing employment and the effect on income of the GED graduates were part of the selected personal factors of this study. Tables 4 through 14 are related to these specific areas of inquiry. Table 4 sought to determine the status of employment prior to taking the GED Tests. It is notable from Table 4 that the number of participants unemployed gradually increased. The numbers of part-time and full time employed during the 1990 period were significantly higher than the other two periods (1991 and 1992). From the information provided it appears that the TPS-CED program was serving similar numbers of unemployed and employed full time, but serving a smaller number of part time employed participants.



TABLE 4  
EMPLOYMENT STATUS PRIOR TO TAKING THE GED TESTS  
BY YEAR BY PERCENT

	1990	1991	1992	Total
Unemployed	20%	34%	39%	31%
Employed Part-Time	40%	24%	25%	30%
Employed Full-Time	40%	42%	36%	39%

Table 5 lists the respondents employment status after obtaining the GED certificate. There was no change for the participants in 1990 as 100% of those responding remained in the same job as before. However, in 1991, 32% of the participants had obtained a different job and in 1992, 25% of the participants had obtained a different job. The three year mean results on this table seems to be more useful for comparison. Over the three year period 81% of the respondents remained in the same job as they had prior to taking the GED Tests. Respondents with the same job as before the GED, 25.6% of them stated that this was unemployment, 27.6% stated they were part-time employed and 46.6% were full time employed. Out of the remaining 19% who had a different job status after the GED Tests, only 18% said they were unemployed, 31.5% said they were part-time employed and 50.5% stated they were full time employed. It appears that the only significant difference in the participants status with regard to employment after the GED

Tests was a decrease of participants who had a different job and listed their status as unemployed.

TABLE 5  
EMPLOYMENT STATUS AFTER OBTAINING THE GED  
BY YEAR BY PERCENT

	1990	1991	1992	3 year Total
Same Job as Before the GED	100%	68%	75%	81%
Unemployed	20%	19%	38%	25.6%
Employed Part-time	40%	19%	24%	27.6%
Employed Full-time	40%	62%	38%	46.6%
Different Job After the GED	0%	32%	25%	19%
Unemployed	0%	8%	28%	18%
Employed Part-time	0%	34%	29%	31.5%
Employed Full-time	0%	58%	43%	50.5%

Table 6 shows the number of respondents that reported that they had sought different employment after taking the GED. It is interesting to note that while 1991 is split

50-50, 1990 shows that more people did not try to change jobs but 1992 shows that more people did attempt to change jobs. However, based on the information observed in Table 5 the probability is more likely that the participants were evenly split as to whether they sought other employment or not.

TABLE 6

**TPS-GED CERTIFICATE HOLDERS THAT SOUGHT A DIFFERENT JOB  
AFTER THE GED TESTS BY YEAR AND BY PERCENT**

	1990	1991	1992	Total
YES	40%	50%	53%	47%
NO	60%	50%	47%	53%

Table 7 is related to Table 6 because of the nature of the instrument used to obtain the responses. If the participants answered NO indicating that they did not seek a different job, they were asked to indicate reasons (may check more than one answer) as to why they did not. The most significant response given was very notable in that it was a very high percentile during all three years examined. They desired more education: 1990-40%, 1991-53%, 1992-62% and in increasing percentages each year. Another meaningful response was indicated in 1990 and 1991 in that the participants said that they did not know where to begin to look for a job. Finally this table also indicated that several of the

respondents did not look for a different job because they liked their current job (1990-7%, 1991-36%, 1992-7%).

TABLE 7  
REASONS GIVEN FOR NOT SEEKING A DIFFERENT JOB  
AFTER THE GED TESTS

	1990	1991	1992
illness, medical	0	11	0
more education desired	40%	53%	62%
did not want employment	0	0	15%
incarcerated	0	.05%	0
not enough confidence to try	0	0	7%
spouse did not want me to work	0	.05%	0
did not know where to begin	20%	11%	0
other	0	0	0
liked current job	7%	36%	7%
went to school	2%	11%	0
don't know what to do	0	0	7%

Table 8 describes the responses to a follow up question relating to Table 6.

The participants who answered YES (they did seek a different job after the GED Tests) were asked to indicate various sources they may have used to seek employment. Two areas that were available in the TPS-CED for student placement or referral, placement contract through the agency affiliation and the GED instructors were not used in any year. It is significant that these services are available, but none of the respondents indicated that they were used. Other significant findings indicated by this table are that the students sought out more traditional avenues such as a high percentile in each year used newspaper ads. Friends and acquaintances and employment agencies including the state office were also notable responses.

Table 9 is also related to Table 6. The respondents who stated that they were seeking employment were asked to indicate the approximate time lapse between passing the GED Tests and obtaining a job. The most significant number of responses over the entire 3 year period came from the category, "do not remember." The second highest number of responses came from the period of "over eight weeks." The middle time periods showed little response, but the other notable time period was within the 1-2 weeks block. It appears that the respondents either did not remember, had short term response or long term response in that order.

TABLE 8  
 SOURCES USED TO SEEK EMPLOYMENT AFTER THE GED  
 BY SOURCE BY YEAR

	1990	1991	1992
Community Education placement contact	0	0	0
newspaper ads	40%	53%	28%
friends/acquaintances	20%	84%	35%
temporary or permanent agencies	40%	5%	7%
GED instructor	0	0	0
cover letters, mail	0	5%	0
filled out application forms at large companies	0	21%	17%
returned to former employer	20%	5%	10%
Oklahoma- State employment office	20%	16%	0
other	0	16%	3%

TABLE 9  
THE TIME LAPSED BETWEEN PASSING THE GED AND  
OBTAINING A JOB BY LENGTH OF TIME BY YEAR

	1990	1991	1992
None	0	16%	0
1-2 weeks	20%	5%	29%
3-4 weeks	0	21%	0
5-6 weeks	0	16%	12%
7-8 weeks	0	0	5%
over 8 weeks	20%	32%	12%
don't remember	20%	11%	41%

The researcher attempted to ascertain if the respondents were seeking employment, reasons employers gave for not hiring the applicants. In this category, the participants could check more than one answer. Table 10 is a description of these responses. During all three study years the reason most given for not hiring the applicant was that they simply did not have openings. However, a significant number did indicate that a lack of formal academic training was the second most reason given for not hiring the applicant. This finding was almost equal to the other most noted reason for not hiring, a lack of general work experience.

TABLE 10  
 REASONS GIVEN BY RESPONDENTS FOR EMPLOYERS NOT HIRING  
 BY REASON BY YEAR

	1990	1991	1992
lack of general work experience	0	13%	20%
lack of openings	40%	50%	40%
lack of adequate skills	0	13%	20%
lack of formal academic training	0	24%	10%
under-qualified for the position	0	0	10%

Table 11 records if the participants perceived a need for additional skills training in order to secure employment after taking the GED Tests. In the 1990 group a significant number indicated that they thought this need was moderate. However, the 1991 and 1992 groups reported that a high percentile of them thought that no additional skills were needed. There was noticeable change of perception between 1990 and the 1991 and 1992 findings.



TABLE 11  
 EXTENT THAT GED CERTIFICATE HOLDER THOUGHT THAT  
 ADDITIONAL SKILLS TRAINING WAS REQUIRED TO  
 OBTAIN INITIAL EMPLOYMENT BY  
 AMOUNT BY YEAR

	1990	1991	1992
None	0	53%	43%
minimal	20%	24%	9%
moderate	60%	15%	30%
extensive	20%	8%	18%

The participants who sought employment after taking the GED Tests were asked their perception of the need to acquire additional academic education in order to secure employment. Table 12 indicates that a significant number of these respondents for the later two years surveyed indicated that no additional academic education was needed (1991-64%, 1992-50%). Interestingly, the first year surveyed indicated that some degree was needed and there were no respondents stating that none was needed (1990-0%). There was an apparent shift in this perception from 1990 to 1991.

TABLE 12

EXTENT THAT GED CERTIFICATE HOLDERS THOUGHT THAT  
ADDITIONAL ACADEMIC EDUCATION WAS REQUIRED TO  
SECURE EMPLOYMENT BY AMOUNT BY YEAR

	1990	1991	1992
None	0	64%	50%
minimal	40%	16%	0
moderate	30%	12%	36%
extensive	30%	8%	14%

The scope of this study included other selected personal factors and the possible effect that acquiring the GED Certificate might have on them. One such factor was earned income. Table 13 records the responses of the 204 returned questionnaires regarding personal income of the certificate holders. The findings from this question reveal that overall, the income level rose for the participants who reported. The mean increase was 51% of the respondents. However, the responses indicate that from the first year (1990) through the last year (1992) surveyed the income level was increasing slightly with each year. The table also indicates that a mean of 39% of the three year period surveyed had income levels remain the same. Also notable was the response that a small percentile had a decrease in income over the three year period.

TABLE 13  
INCOME CHANGE OF TPS-CED CERTIFICATE HOLDERS  
BY TYPE OF CHANGE BY YEAR

	1990	1991	1992	Total
Stayed the same	40%	43%	34%	39%
Increased	40%	56%	58%	51%
decreased	20%	1%	8%	10%

Table 14 tabulates the respondents perceptions with regard to their GED Certificate and preparation to obtain a job. This perception made a dramatic change between 1990 and 1991. In 1990, the respondents were equally divided between "definitely not" and "was adequate" (20% in each category) with an overwhelming majority responding "uncertain" (60%). By 1991 only 34% were "uncertain" and "was adequate" rose 9 percentage points (29%) in 1991 and increased again in 1992 (35%, up another 6 points). Additionally, the highest ranking, "it was more than enough" was reported at 0 in 1990, but grew to 9% in 1991 and 7% in 1992.

TABLE 14

PERCEPTION OF TPS-GED CERTIFICATE HOLDERS THAT THE GED  
CERTIFICATE PREPARED THEM TO OBTAIN A JOB

	1990	1991	1992	Total
Definitely NOT	20%	12%	12%	15%
Did not	0	16%	15%	10%
Uncertain	60%	34%	31%	42%
Was adequate	20%	29%	35%	28%
It was more than enough	0	9%	7%	5%

The administration and teachers of Tulsa Public School Community Education Department wanted this survey to include questions that might inform them about the services they were offering, and the number of clientele that were needing these services. Table 15 and 16 deal with such questions. Table 15 tabulates the number of respondents that took the GED preparatory classes prior to taking the GED Tests. A majority of those passing the GED Tests did not take the preparatory classes (mean 54%) of the 204 total responses. Table 16 findings indicate that of the number that reported YES, they did take the preparatory classes (mean 54%), a majority of them were taking classes with TPS-CED.

TABLE 15  
TPS-CED CERTIFICATE HOLDERS THAT TOOK THE GED  
PREPARATORY CLASSES

	1990	1991	1992	Total
YES	40%	41%	57%	46%
NO	60%	59%	43%	54%

TABLE 16  
THOSE WHO TOOK THE PREPARATORY CLASSES  
BY LOCATION BY YEAR

	1990	1991	1992	Total
TPS-CED center	50%	67%	63%	60%
Non-TPS center	50%	33%	37%	40%

Another selected personal factor for this study was whether the GED Certificate holder used their certificate to enroll in a Vocational-Technical program or College. Table 17 findings reveal that a number of respondents reported Yes from every year surveyed. The first two years (1990, 1991) were identical, with a decrease in enrollment during the last year (1992).

Table 18 divides what type of program the Yes respondents enrolled in. A majority reported that they enrolled in college (mean 65%). The findings indicate that a notable change appears to be taking place. , The responses for college were higher in 1990 (80%) and were decreasing each following year (1991-68%, 1992-47%). The number enrolling in Vocational-Technical schools was lowest in the first year (1990-20%) and increasing each following year (1991-32%, 1992-53%).

TABLE 18

TYPE OF PROGRAM THE TPS-GED CERTIFICATE HOLDERS USED  
THEIR CERTIFICATE FOR ENROLLMENT  
BY PROGRAM BY YEAR

	1990	1991	1992	Total
COLLEGE	80%	68%	47%	65%
Vocational-Technical	20%	32%	53%	35%

Table 19 is a tabulation of the number of respondents that indicated that training for and obtaining the GED Certificate prepared them for further education. A significant number of the respondents indicated that the GED training and testing "was adequate" to prepare them for further education. One hundred percent of the 1990 group, 76% of the 1991 group, and 53% of the 1992 group chose this answer. The findings from this table indicate that while the "it was adequate" responses decreased, as previously indicated, the highest ranking, "it was more than enough" increased to 20% in 1991, but the "uncertain" category increased in 1992 (23%).

TABLE 19  
TPS-GED CERTIFICATE HOLDERS PERCEPTION AS TO WHETHER  
THE GED TRAINING AND TESTING PREPARED THEM  
FOR FURTHER EDUCATION BY  
YEAR BY PERCENT

	1990	1991	1992
Definitely Did Not	0	4%	12%
Did not	0	0	4%
Uncertain	0	0	23%
It was adequate	100%	76%	53%
It was more than enough	0	20%	8%

## Summary

The purpose and problem of the study were stated. The findings were reported by tabulating the questionnaires, setting up tables and providing a narrative discussion from information learned from the questionnaire instrument. Significant information was noted in the narrative preceding each table. The tables were provided in numerical order.

A summary of the major findings include:

1. Overall, 51% of TPS- GED graduates are female and 49% are male. The mean age of the graduate is 27.9 years. The mean high school highest grade completed before dropping out was 10.5 and the mean highest grade completed after the GED is 13.0. The race TPS-CED is serving is 70% caucasian. (Table 2)

2. The largest number of TPS-CED clients are dropouts from the Tulsa Public School System (3 yr. mean- 46%). (Table 3)

3. TPS-CED program is serving similiar numbers of unemployed and employed full-time, but serving a smaller number of part-time employed participants. (Table 4)

4. The only significant difference in the participants status with regard to employment after the GED Tests was a decrease of participants who had a different job and listed their status as unemployed. (Table 5)

5. Overall, the participants were evenly split as to wheather they sought other employment after taking the GED or not. (Table 6)

6. The most recorded reason for taking the GED was the participant desired more education. (Table 7)



7. Most of the participants that sought employment used traditional avenues to search for employment, such as newspaper ads and friends and acquaintances.

(Table 8)

8. Participants that sought other employment either did not remember how long it took to obtain a job, had a short term response or long term response in that order.

(Table 9)

9. The most recorded reason given for employer's not hiring was that they did not have openings. (Table 10)

10. There is a significant change between the 1990 group and the 1991, 1992 groups regarding their perception that additional skills were required to obtain initial employment. The majority of the 1990 group responded that this need was moderate, while the 1991 and 1992 groups thought there was no such need or minimal need. (Table 11)

11. There is a change of perception regarding the need for additional academic education in order to secure employment between the 1990 group and the 1991 and 1992 groups. A majority of the 1991 and 1992 groups thought that no additional academic education was needed, but the 1990 group thought that a minimal to extensive amount was needed. (Table 12)

12. Overall, the income level increased for participants who obtained the GED Certificate. (Table 13)

13. The participants were generally uncertain as to whether the GED Certificate prepared them to obtain a job. (Table 14)

14. Most of the GED Certificate holders testing with TPS-CED did not take the preparatory classes offered by TPS-CED. (Table 15)

15. If the participants did take a preparatory class prior to taking the GED Tests with TPS-CED the majority of them took the preparatory classes with TPS-CED. (Table 16)

16. A mean of 75 % of the TPS-GED Certificate holders used their certificate to enroll in vocational-technical school or college. (Table 17)

17. Of the TPS-GED Certificate holders that used their certificate to enroll in vocational-technical school or college, a mean of 65 % chose college and 35% chose a vocational-technical program. (Table 18)

18. A majority of the participants responded that "it was adequate" when asked if the GED training and testing prepared them for further education. (Table 19)

## CHAPTER V

### SUMMARY, DISCUSSION OF THE LIMITATIONS, SUMMARY OF THE SIGNIFICANT FINDINGS, AND CONCLUSIONS

#### Summary

The purpose of this study was to summarize if the level of training and education obtained by completing the GED Test with the Tulsa Public Schools Community Education Department was appropriate and beneficial for the participants on selected personal factors such as; career and job advancement, salary/wage scale, further educational prerequisites or to meet other legal obligations.

The problem was a lack of empirical data upon which to base an evaluation or follow-up of the impact of selected personal factors on the students that successfully passed the General Education Development Tests with Tulsa Public Schools Community Education Department.

A review of current literature was conducted and data for this study was collected. The methodology utilized in this study was reported and the findings were discussed.

#### Discussion of the Limitations

There were several limitations in the study. The most problematic was the number

of responses from the population sample. The restrictions on confidentiality both from the GED Testing Service and Tulsa Public Schools Community Education Department were obstacles limiting the scope of the inquiry. The validation and reliability of the questionnaire instrument were difficult to accomplish because of the required large samples or methods of repeated testing needed to accomplish a refined instrument.

The nature of voluntary collection through return mail are clearly a limitation. The extent to which an individual may conceal his real attitude and express socially acceptable opinions or answer with what he considers the acceptable answers are also possible limitations.

The transient nature of many people who take the GED Tests may limit the results of this study. For example, a number of the returned questionnaires were from participants who moved and left no forwarding address. Finally, the lack of specific diagnostic information to compare the results of this study to other studies from the same population. Tulsa Public Schools Community Education Department had no diagnostic information from the GED graduates from any year. No follow-up studies of this population had been conducted prior to this study.

### Summary of the Significant Findings

A profile of the average adult student being served by TPS-CED could be summarized as follows: The program serves an equal amount of males and females but appears to be transitioning to a majority female population. The mean age of the participants is growing older. Most of the students dropped out of school between the 10th and 11th grade of high school. After completing the GED Tests the students had

attended at least one year of college. TPS-CED is serving a majority Caucasian population that come to the testing site from Tulsa Public Schools or Tulsa County School districts.

With regard to the selected personal factors of this study, the TPS-CED GED Certificate holders were coming in increasing numbers as unemployed. The most significant difference with students after passing the GED Tests was that the unemployment status decreased in those who had a different job and those that had the same job.

A significant finding in regard to reasons for seeking a different job after the GED Tests was that the participants desired more education before seeking a different job. It was also noted that some participants simply did not know where to look for a different job and some indicated that they liked their current job. Students indicated that they used the traditional methods of job seeking, referral by friends and relatives, newspapers and state agencies were used instead of two placement avenues available through the TPS-CED testing site. Students who sought employment were able to acquire a job in a short term (2 weeks) or a long term (+8 weeks) but had little success in the middle categories.

The most significant reasons employers gave for not hiring the GED Certificate holders seeking employment were lack of openings and equally the need for more academic training and lack of general work experience. Most of the respondents thought there was a moderate need for additional skills training but overall the GED Certificate holders did not see a need for academic training to secure initial employment.

Another significant finding concerning the selected personal factors of this study was that the income level of the GED Certificate holder increased following their passing of the GED Tests slightly each year. Other respondents stayed the same with only a slight

percentile showing a decrease in income. The perception by the participants that the GED was preparing them to obtain a job changed dramatically between 1990 and 1991. Less of the respondents were "uncertain" and thought the Certificate "was adequate" or "more than enough" by 1991 and 1992.

A significant majority of the adult students taking the GED Tests with TPS-CED were not attending the preparatory classes prior to taking the exam. However, of those who did take the preparatory classes most of them were taking the classes with TPS-CED.

Finally, other significant findings show that from every year studied the participants used the GED Certificate to enroll in a Vocational-Technical program or college. On average, the majority enroll in College, but a change appears to be taking place in that the college enrollment was decreasing each year while the vocational-technical enrollment was increasing each year. A significant number of the GED Certificate holders thought that the GED prepared them for further education.

### Conclusions

Based on the findings that the GED Certificate holders income level increased after taking the exam and the number of unemployed also decreased it can be concluded that the GED Certificate was beneficial for the participants on the selected personal factor of career and job advancement and personal income. A reinforcement of this conclusion may be seen in that the participants perception of the adequacy of the GED training and testing for job preparation and the trend toward more certainty and feeling that it was more than enough.

Based on the findings that the GED Certificate holders in every year desired more education and were enrolling in college and vocational-technical schools it can be concluded that the GED Certificate is beneficial for the participants on the selected personal factor that it is a prerequisite for further educational pursuits. This conclusion was also supported by the respondents that stated that they had completed through grade level 13 following the GED Tests.

### Recommendations

Based on the findings and conclusions of this study, the GED Testing program with Tulsa Public Schools Community Education Department should continue to provide their community with this service.

Some consideration might be given to recruitment of a wider range of racial groups than are currently being served. It is obvious from this study that a viable "selling point" or recruitment inducement should include the perception that the GED is an acceptable prerequisite for enrollment in post-secondary educational opportunities. Another viable recruitment inducement should be the findings that overall income levels increased for GED Certificate holders.

TPS-CED might improve their services evaluating some of the findings of this study, for example:

The GED graduates in this study indicated they sought employment but did not use the TPS services to aid in their job search. The majority of the graduates used traditional job searching avenues such as newspaper ads and friends or acquaintances.

TPS-CED could include as a portion of their curriculum a session on job searching rather than provide the current referral systems that may not be used.

Numbers increased each year in preparatory class attendance but a significant number passed without classes or with self study. The TPS-CED program might develop a self-help curriculum or packet of information that could increase participation by clients that may not want to take time to come to preparatory classes. A possible alternative to students may be to provide GED Preparatory software programs, currently on the market, in the TPS-CED computer lab, which could save labor cost by using fewer instructors.



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## APPENDIXES

APPENDIX A

MALIZIO AND WHITNEY TABLE OF KUDER-RICHARDSON  
COEFFICIENTS FOR THE GED TESTS

**TABLE 1**  
*Ranges of Kuder-Richardson 20 Coefficients for the GED Tests*

GED TEST	KR20 coefficients (10 test forms)	KR20 coefficients (9 test forms)
	U.S. H.S. Seniors	U.S. GED Examinees
Writing Skills	.93 - .94	.88 - .94
Social Studies	.91 - .93	.86 - .94
Science	.90 - .93	.86 - .93
Reading Skills	.89 - .92	.85 - .93
Mathematics	.90 - .93	.81 - .92

*Note.* Sample sizes for the seniors ranged from 225-280. Sample sizes for examinees ranged from 335-2,308.

APPENDIX B

COVER LETTER



**TULSA PUBLIC SCHOOLS**  
Community Education

Dear G.E.D. Certificate holder,

Your name has been randomly selected to participate in a follow-up study of people who came through the Tulsa Public School G.E.D. program and completed the tests to receive a G.E.D. Certificate.

I am enclosing a questionnaire which takes about 5 minutes to complete. Would you please answer the questions and return the form to me via the enclosed postage paid envelope. As you may note, your name is not linked with the response so none of the information requested can be traced back to you. This is a "blind" study so that you may be comfortable about giving us your candid comments.

The information obtained in this study will be used as a part of my Master's Thesis Research and will be reported to the Tulsa Public School officials interested in the Adult Education/ G.E.D. programs.

Please help me with this project and help the Tulsa Public School G.E.D. department by giving your feedback. If you are not comfortable in answering any of the questions, leave them blank and go on to the next one. Thank you in advance for your participation. I am looking forward to your response.

If you have questions or comments about this study please phone 743-5818.

Thank you.

Sincerely,

Randy Jones  
Community Education

*"Educating for Excellence in the 21st Century"*

3027 South New Haven P.O. Box 470208 Tulsa, Oklahoma 74147-0208 (918) 745-6800

APPENDIX C

FOLLOW-UP LETTER





**TULSA PUBLIC SCHOOLS**  
*Community Education*

Dear G.E.D. Certificate holder,

We recently sent you a follow-up study questionnaire for people who came through the Tulsa Public School G.E.D. program and completed the tests to receive a G.E.D. Certificate.

If you have already sent your response back, thank you. If you have not yet completed your questionnaire, please take a few minutes and return it in the enclosed postage paid envelope.

If you have questions or comments about this study please phone 743-5818.

Thank you.

Sincerely,

Randy Jones  
Community Education

*"Educating for Excellence in the 21st Century"*

3027 South New Haven P.O. Box 470208 Tulsa, Oklahoma 74147-0208 (918) 745-6800

APPENDIX D

QUESTIONNAIRE INSTRUMENT

Tulsa Public Schools- G.E.D. Follow-up QUESTIONNAIRE

SECTION 1- DEMOGRAPHICS

AGE \_\_\_\_\_

Highest educational level  
COMPLETED (before taking  
the G.E.D. Tests):

GENDER \_\_\_\_\_ Male

\_\_\_\_\_ Female

Highest educational level  
COMPLETED (After taking the  
G.E.D. Tests):

RACE

\_\_\_\_\_Caucasian \_\_\_\_\_Black

\_\_\_\_\_Asian \_\_\_\_\_Hispanic

\_\_\_\_\_American Indian \_\_\_\_\_Other \_\_\_\_\_

SECTION 2- Background Data

1. Please name the school district which you were attending  
when you "dropped out."

\_\_\_\_\_

2. Please describe briefly why you "dropped out."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SECTION THREE- Job related data

Please respond to the following statements:

1. During the time you were preparing to take the G.E.D.  
Tests you were :

\_\_\_\_\_ Unemployed

\_\_\_\_\_ employed part-time

\_\_\_\_\_ employed full-time

Note: If you checked unemployed please indicate why \_\_\_\_\_

\_\_\_\_\_

2. After obtaining the G.E.D. you were :

\_\_\_\_\_ Unemployed \_\_\_\_\_ Same Job as  
    before GED  
 \_\_\_\_\_ Different Job as before GED  
 \_\_\_\_\_ employed part-time  
 \_\_\_\_\_ employed full-time

Note: If you checked unemployed please indicate why \_\_\_\_\_

3. Did you seek employment or a different Job after obtaining the GED certificate?

\_\_\_\_\_ YES  
 \_\_\_\_\_ NO

If you answered YES go on to question # 5

4. If you answered NO mark the following reasons that apply:

\_\_\_\_\_ illness, medical  
 \_\_\_\_\_ more education desired  
 \_\_\_\_\_ did not want employment  
 \_\_\_\_\_ incarcerated  
 \_\_\_\_\_ not enough confidence to try  
 \_\_\_\_\_ husband/wife did not want me to work  
 \_\_\_\_\_ did not know where to begin to look for a job  
 \_\_\_\_\_ other, please explain :

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. If you DID seek employment after obtaining the G.E.D. certificate, indicate all of the sources you used to find employment:

\_\_\_\_\_ Community Education placement contact  
 \_\_\_\_\_ newspaper ads  
 \_\_\_\_\_ friends/ acquaintances  
 \_\_\_\_\_ Temporary or permanent agencies ( No Fee )  
 \_\_\_\_\_ G.E.D. instructor  
 \_\_\_\_\_ Cover letters, mail  
 \_\_\_\_\_ Filled out application forms at large companies  
 \_\_\_\_\_ Returned to former employer  
 \_\_\_\_\_ Oklahoma State employment office  
 \_\_\_\_\_ Other \_\_\_\_\_

6. If you obtained employment at some point after completing the G.E.D. Tests, please state the approximate time lapse between your completion date and obtaining your job.

\_\_\_\_\_ None, employed by completion  
 \_\_\_\_\_ 1-2 Weeks                      \_\_\_\_\_ 3-4 Weeks  
 \_\_\_\_\_ 5-6 Weeks                      \_\_\_\_\_ 7-8 Weeks  
 \_\_\_\_\_ Over 8 Weeks                      \_\_\_\_\_ Don't remember

7. If you were not hired while actively seeking employment, please mark all reasons employers gave for not hiring you:

\_\_\_\_\_ Lack of general work experience  
 \_\_\_\_\_ Lack of openings  
 \_\_\_\_\_ Lack of adequate skills  
 \_\_\_\_\_ Lack of formal academic training  
 \_\_\_\_\_ Over qualified for the position

\_\_\_\_\_ Under-qualified for the position

\_\_\_\_\_ Salary not satisfactory

\_\_\_\_\_ Medical problems

\_\_\_\_\_ Substance abuse

8. To what extent was additional skills training required for you to secure initial employment after you completed the G.E.D. program.

\_\_\_\_\_ None

\_\_\_\_\_ Minimal

\_\_\_\_\_ Moderate

\_\_\_\_\_ Extensive

Comments \_\_\_\_\_

9. To what extent was additional academic education required for you to secure initial employment after obtaining the G.E.D. certificate?

\_\_\_\_\_ None

\_\_\_\_\_ Minimal

\_\_\_\_\_ Moderate

\_\_\_\_\_ Extensive

10. Estimate your annual income prior to obtaining the G.E.D. Certificate:

\$ \_\_\_\_\_

11. Estimate your annual income after you obtained the G.E.D. Certificate:

\$ \_\_\_\_\_

12. Do you think that the G.E.D. classes and certification process that you followed prepared you to obtain a job?

\_\_\_\_\_ Definitely NOT

\_\_\_\_\_ Did Not

\_\_\_\_\_ Uncertain

\_\_\_\_\_ It was adequate.

\_\_\_\_\_ It was more than enough.

**SECTION 4- Preparation data**

1. Did you attend classes to prepare you to take the G.E.D. Tests?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

2. If YES, please name the training center and/or location of the G.E.D. classes:

\_\_\_\_\_  
\_\_\_\_\_

3. If NO, please indicate how you prepared for the Tests:  
( self directed study, study guides , other )

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. If you attended G.E.D. classes please indicate all the following that apply:

\_\_\_\_\_ Part-time ( less than 20 hrs. per week )

\_\_\_\_\_ Full-time ( more than 20 hrs. per week )

\_\_\_\_\_ Daytime classes

\_\_\_\_\_ Evening classes

5. Would you recommend the G.E.D. training center you attended to anyone?

\_\_\_\_\_ Yes

\_\_\_\_\_ uncertain

\_\_\_\_\_ No

\_\_\_\_\_ Not applicable

Comments: \_\_\_\_\_  
\_\_\_\_\_

**SECTION 5- Post-secondary education data:**

1. Did you use/need the G.E.D. diploma in order to enroll in a vocational-technical or college program?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If Yes, please name the program/location: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do you feel that your G.E.D. training and certification process adequately prepared you to further your education ?

\_\_\_\_\_ Definitely DID NOT.

\_\_\_\_\_ Did Not.

\_\_\_\_\_ Uncertain

\_\_\_\_\_ It was adequate.

\_\_\_\_\_ It was more than enough. \_\_\_\_\_



## SECTION 6- Tulsa Public Schools-Community Education data

1. How did you find out about the Tulsa Public Schools G.E.D. training and/or testing program?  
( please check all that apply )

\_\_\_\_\_Newspaper

\_\_\_\_\_T.V.

\_\_\_\_\_Radio

\_\_\_\_\_Through literature such as the Community Education brochure.

\_\_\_\_\_someone who had already gone through the program

\_\_\_\_\_Agency referral ( DHS, Job Corp, Etc. )

\_\_\_\_\_Other, please indicate:\_\_\_\_\_

2. How did you enroll in the T.P.S. GED classes ?

\_\_\_\_\_Went to the T.P.S. placement and assesment center.

\_\_\_\_\_Went to the class

\_\_\_\_\_Went to the Education Service Center

\_\_\_\_\_Other, please indicate\_\_\_\_\_

3. Would you recommend the Tulsa Public Schools, Community Education, G.E.D. program and/or testing process to anyone?

\_\_\_\_\_Highly recommend.

\_\_\_\_\_Would recommend.

\_\_\_\_\_Uncertain.

\_\_\_\_\_Would not recommend.

\_\_\_\_\_Strongly would not recommend.

4. At the time you were attending the G.E.D. classes and/or Tests did you have pre-school aged children?

\_\_\_\_\_Yes

\_\_\_\_\_No

5. If yes, would you have used a child care center if it were located in or near the training/ testing site?

\_\_\_\_\_Yes

\_\_\_\_\_No

6. Why do you think that you were able to complete the G.E.D. program/tests and obtain your certificate, but did not complete the high school program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We would like to have any comments or suggestions that you might have concerning the G.E.D. Tests or Tulsa Public Schools Community Education program:  
( please use additional paper if necessary )

**THANK YOU FOR YOUR RESPONSE!!!!**

APPENDIX E

AMERICAN COUNCIL ON EDUCATION  
QUESTIONNAIRE



11 Please indicate the degree(s) or certificate(s) you have received since you took the GED Tests and indicate when you received them by marking the appropriate circle(s).  
(MARK ALL THAT APPLY)

39  40  41 Bachelor's Degree  
 39  41  42 Associate's Degree  
 39  41  42 Technical/Trade/Professional Certificate  
 40  41  42 Other (specify) \_\_\_\_\_

12 Are you currently enrolled in any school or class?

Yes, full-time  
 Yes, part-time  
 No

13 Are you currently working toward a degree or certificate?

Yes  
 No

**If you answered NO, skip to question 15.**

14 What degree or certificate are you seeking?  
(MARK ONLY ONE)

Bachelor's Degree  
 Associate's Degree  
 Technical/Trade/Professional certificate  
 Other (specify) \_\_\_\_\_

15 What are your future educational plans?  
(MARK ALL THAT APPLY)

Enrolling at a community or junior college  
 Enrolling at a technical, trade, or vocational school  
 Enrolling at a four-year college or university  
 Taking on-the-job training in a special skill area  
 Enrolling in an adult basic education program  
 Studying on my own  
 Other (specify) \_\_\_\_\_  
 No further study or training

**PART C. GED STUDY**

16 Did you attend any review classes or learning centers to study for the GED Tests?

Yes  
 No

**If you answered NO, skip to question 19.**

17 For each of the following, please indicate how helpful the GED review classes were for you.

If "NOT HELPFUL", darken the **N**  
 If "SOMEWHAT HELPFUL", darken the **S**  
 If "VERY HELPFUL", darken the **V**

NOT HELPFUL  
 SOMEWHAT HELPFUL  
 VERY HELPFUL

Passing the GED Tests  
   Learning to read better  
   Learning to write better  
   Learning to appreciate literature and the arts better  
   Learning to do math better  
   Learning about social studies  
   Learning about science  
   Learning skills to take the tests  
   Learning skills to solve problems

18 Consider the GED review classes you attended. How satisfied were you with each of the following?

If "NOT SATISFIED", darken the **N**  
 If "SOMEWHAT SATISFIED", darken the **S**  
 If "VERY SATISFIED", darken the **V**

NOT SATISFIED  
 SOMEWHAT SATISFIED  
 VERY SATISFIED

The teachers  
   Books and materials  
   The things you were taught  
   Teaching methods  
   Other students  
   Classroom facilities  
   The place where classes were held  
   The times classes were held

**PART E. EMPLOYMENT**

19 Were you employed before taking the GED Tests?

Yes  
 No **(Skip to question 22)**

20 How many years have you been employed since your first job?

Please count both full-time and part-time jobs.

Do not count the years you were unemployed

0  
 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9

21 Before taking the GED Tests, how satisfied were you with your job?

Not satisfied  
 Somewhat satisfied  
 Very satisfied

22 You are currently (MARK ONLY ONE)

Employed for pay  
 Employed but not for pay  
 NOT employed but looking for a job **(Skip to question 28)**  
 NOT employed and NOT looking for a job **(Skip to question 29)**

23 When did you get your current job?

Before taking the GED Tests **(Skip to question 28)**  
 After taking the GED Tests

24 Was a GED diploma needed for you to get your current job?

Yes  
 No

25 Currently, how many HOURS A WEEK do you usually work?

0  
 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9

**PART F. GED RESULTS**

45 What was your latest score on each of the following GED Tests (please enter all that you know)

Writing Skills	Social Studies	Science	Interpreting Literature and the Arts	Mathematics
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

47 The following is a list of reasons people give for why they were able to pass the GED Tests. Indicate how true each reason is for YOU.

If "NOT TRUE", darken the (N)  
 If "SOMEWHAT TRUE", darken the (S)  
 If "VERY TRUE", darken the (V)

NOT TRUE	SOMEWHAT TRUE	VERY TRUE
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)

46 Did you earn your GED diploma?  
 Yes  No (Skip to question 42)

48 Which of the following did earning your GED diploma help you do? (MARK ALL THAT APPLY)

<input type="radio"/> Get a job	<input type="radio"/> Be admitted to a college or university
<input type="radio"/> Keep my job	<input type="radio"/> Be admitted to a trade, technical, or business school
<input type="radio"/> Get a better job	<input type="radio"/> Be admitted to a job training program
<input type="radio"/> Get a job promotion	<input type="radio"/> Enter the military
<input type="radio"/> Do my job better	<input type="radio"/> Get out of jail, prison, or halfway house
<input type="radio"/> Get a pay increase	<input type="radio"/> Feel better about myself
<input type="radio"/> Work more hours	<input type="radio"/> Help my children with their schoolwork
<input type="radio"/> Become better educated	

49 Since receiving your GED diploma, your confidence in your overall ability has

Increased.  
 Remained the same.  
 Decreased.

50 The following is a list of statements people make about their lives after passing the GED Tests. Indicate how true each statement is for YOU.

If "NOT TRUE", darken the (N)  
 If "SOMEWHAT TRUE", darken the (S)  
 If "VERY TRUE", darken the (V)

NOT TRUE	SOMEWHAT TRUE	VERY TRUE
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)
(N) (S) (V)	(N) (S) (V)	(N) (S) (V)

51 Since passing the GED Tests, your annual PERSONAL income has (MARK ONLY ONE)

Decreased  
 Remained about the same  
 Increased about:

<input type="radio"/> \$1,000	<input type="radio"/> \$6,000
<input type="radio"/> \$2,000	<input type="radio"/> \$7,000
<input type="radio"/> \$3,000	<input type="radio"/> \$8,000
<input type="radio"/> \$4,000	<input type="radio"/> \$9,000
<input type="radio"/> \$5,000	<input type="radio"/> \$10,000 or more

52 If you did not get your GED diploma from your last tests, are you going to take the tests again?

Yes  
 No

**THANK YOU FOR YOUR COOPERATION**

00495

25 Please select ONE of the following categories which best describes your CURRENT job. If you have more than one job, indicate the kind of job for which you work the MOST HOURS.

- ① Never worked
- ② Administrative support, including clerical (such as computer operator, information clerk, news or mail carrier, secretary, office supervisor)
- ③ Private household (such as butler, maid, housekeeper, launderer, child care worker)
- ④ Protective service (such as detective, guard, fire fighter)
- ⑤ Other service (such as cook, custodian, waiter/waitress)
- ⑥ Farming, forestry, and fishing (such as farmer, farm manager or supervisor, farm worker, gardener, groundskeeper, fisher, hunter)
- ⑦ Precision production, craft and repair (such as blaster, dressmaker, insulation worker, butcher, mechanic, repairer)
- ⑧ Machine operator, assembler, and inspector (such as printing machine operator, typesetter, welder, product inspector)
- ⑨ Transportation and material moving (such as motor vehicle operator: bus, truck, or taxicab driver; railroad conductor; tractor operator)
- ⑩ Handler, equipment cleaner, and laborer / such as construction laborer, freight or stock handler, bagger, sanitation worker
- ⑪ Military service member (such as career officer, enlisted person)
- ⑫ Proprietor, owner (such as owner of small business, contractor)
- ⑬ Executive, administrative, and managerial (such as accountant, auditor, buyer, finance personnel, or public relations manager)
- ⑭ Professional specialty (such as artist, engineer, musician, teacher, social worker, writer)
- ⑮ Technicians and related support (such as computer programmer, dental hygienist, legal assistant, practical nurse)
- ⑯ Sales (such as cashier, insurance or real estate representative, retail or wholesale sales worker)
- ⑰ Homemaker
- ⑱ Other

27 How satisfied are you with your current job?

- Not satisfied
- Somewhat satisfied
- Very satisfied

26 If you are looking for a job or expect to change jobs, please select ONE of the categories listed in question 25 which best describes the job you want.

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Enter the NUMBER of the category you chose. Then darken the corresponding circles.

28 In October, 1989 you were

- employed for pay
- employed but not for pay
- NOT employed, but looking for a job
- NOT employed and NOT looking for a job

29 In October 1989, your wage was approximately how many DOLLARS per HOUR?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

30 In October, 1991 you were

- employed for pay
- employed but not for pay
- NOT employed, but looking for a job
- NOT employed and NOT looking for a job

31 In October 1991, your wage was approximately how many dollars PER HOUR?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

32 During 1991, your annual personal income from your job(s) was (MARK ONLY ONE)

- None
- Less than \$5,000
- Between \$5,000 and \$9,999.
- Between \$10,000 and \$14,999.
- Between \$15,000 and \$19,999.
- Between \$20,000 and \$24,999.
- Between \$25,000 and \$29,999.
- Between \$30,000 and \$34,999.
- Between \$35,000 and \$39,999.
- Between \$40,000 and \$44,999.
- Between \$45,000 and \$49,999.
- \$50,000 or more.

33 During 1991, what was the combined income of ALL members of your household? (MARK ONLY ONE)

- Less than \$10,000
- Between \$10,000 and \$19,999
- Between \$20,000 and \$29,999
- Between \$30,000 and \$39,999
- \$40,000 or more



APPENDIX F

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM



OKLAHOMA STATE UNIVERSITY  
INSTITUTIONAL REVIEW BOARD  
HUMAN SUBJECTS REVIEW

Date: 06-01-95

IRB#: ED-95-092

**Proposal Title:** A FOLLOW-UP STUDY OF THE IMPACT OF SELECTED PERSONAL FACTORS ON CERTIFICATE HOLDERS FROM THE GENERAL EDUCATION DEVELOPMENT TESTING PROGRAM AT TULSA PUBLIC SCHOOLS COMMUNITY EDUCATION DEPARTMENT

**Principal Investigator(s):** Garry R. Bice, Randall E. Jones

**Reviewed and Processed as:** Exempt

**Approval Status Recommended by Reviewer(s):** Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

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Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:

  
Chair of Institutional Review Board

Date: June 2, 1995

## VITA

Randall E. Jones

Candidate for the Degree of

Master of Science

Thesis: A FOLLOW-UP STUDY OF THE IMPACT OF SELECTED FACTORS ON  
CERTIFICATE HOLDERS FROM THE GENERAL EDUCATION  
DEVELOPMENT TESTING PROGRAM AT TULSA PUBLIC SCHOOLS  
COMMUNITY EDUCATION DEPARTMENT

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Madisonville, Kentucky, September 10, 1951, the son of  
Raymond E. and Jewell Jones.

Education: Graduated from Madisonville North-Hopkins High School,  
Madisonville, Kentucky, May 1969; received a Bachelor of Arts degree in  
Christian Education from Oral Roberts University, Tulsa, Oklahoma, May  
1991; completed requirements for the Master of Science degree at  
Oklahoma State University in December, 1995.

Professional Experience: Tulsa Public Schools Community Education  
Coordinator, February, 1992 through 1993. National Christian Education  
Director for The Church of God, Tulsa, Oklahoma, October 1993 through  
1995.