

**DETERRENTS TO PARTICIPATION IN
CONTINUING EDUCATION IDENTIFIED
BY RESIDENTS OF GOVERNMENT
SUBSIDIZED HOUSING**

By

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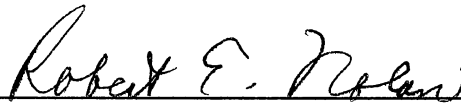
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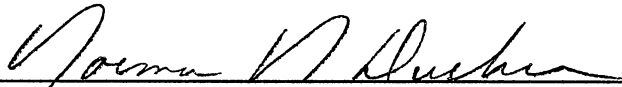
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CHAPTER 1

Introduction

Nationwide poverty has demanded attention from the nation's top leaders who attempt to meet the needs of millions of impoverished Americans. The nation continues to absorb the cost of poverty, both financially and in terms of human lives. As homelessness, violence, substance abuse, crime, and poor health maintenance reach crisis proportions, the federal government continues to address these problems through welfare programs.

According to recent governmental statistics, approximately 35.5 million Americans live below the poverty line, an increase from 1978 of 38% (Day, 1989). Researchers attribute this increase to high unemployment rates, a poor economy, welfare service cutbacks, the growing technological society and changes in family systems. In addition, many researchers predict these statistics to increase as the large population of baby boomers continue to age.

A large percentage of this population receives support from various governmental agencies. The Department of Housing and Urban Development (HUD) is only one of these agencies that provides support

in terms of subsidized housing. For the impoverished Americans who reside in government subsidized housing, the effects of poverty are life threatening. According to research conducted in a Chicago housing project, "shooting, gang violence, robbery and rape were cited as the leading problems" (Dubrow & Garbarino, 1989, p. 5).

Many residents of government subsidized housing represent the vicious cycle of poverty passed from one generation to the next. Education is one of the keys to breaking this cycle; however, this population often lacks adequate education and job skills necessary to obtain employment (Cassetty & Roy, 1983). In order to begin addressing this population's many needs, more research needs to be conducted on what deters this group from participating in continuing education programs. Further, research will be vital as programs continue to be developed to meet the needs of the impoverished.

Statement of the Problem

The problem addressed in this study is the disproportionately low participation rates among the low income population in continuing education programs (Cassetty & Roy, 1983, and Hayes, 1988). Due to the fact of low participation, it is apparent that continued participation research replicating that of Hayes (1988) is needed in order to find answers.

Purpose of the Study

Determination of why participation is low and to address this concern in future programming are important because research conclusions would be vital to governmental agencies in the development of innovative educational programs. In addition, many social service agencies would find the information helpful as these agencies continue to develop self-improvement oriented programs to meet their client's needs.

Importance of the Study

Much research has been conducted to determine what deters individuals from participating in educational programs. However, such research has failed to include the impoverished population, due to the difficulty involved in reaching this group. The need for these individuals to be involved in educational programs is evident because participation in these programs could directly affect issues such as low self-esteem, apathy, unemployability, poor health, and increased crime.

Study results would report the deterrents to participation in continuing education specific to this population. Knowledge of these deterrents will be helpful to program planners when designing and implementing programs to address the needs of the impoverished population. In addition, study results will contribute to a growing body of

research in adult participation studies.

Assumptions

The following assumptions are true:

1. Individuals are representative of the adult residents living at the urban and non-urban sites selected due to randomization.
2. Questions were answered honestly.
3. All adult residents in the study belong to the population as defined.

Limitations

The following limitations are true:

1. This study was limited to two government subsidized housing complexes in Oklahoma, thus generalizing to other equivalent socioeconomic groups may not be warranted.
2. Socioeconomic differences exist between the researcher and the assistant. These differences may have elicited different responses.

Procedure

A review of previous research conducted on deterrents to participation in education demonstrates extensive usage of various Deterrents to Participation Scales. One scale selected for this study was previously used by Hayes (1988) in identifying deterrents to participation among

adult basic education students. Wording of the questionnaire has been slightly changed (See Appendix A for the original questionnaire and Appendix B for the revised version) to apply to the population to be studied in this research. The questionnaire was administered to two randomly selected groups by means of a face to face interview in the individual's place of residence. One group was selected from an urban government subsidized housing complex, and a second group was selected from a non-urban government subsidized housing complex. Deterrents which had previously factor analyzed by Hayes (1988) were placed into one of five factors for analysis: low self-confidence, related deterrents, social disapproval, negative attitude towards school, low personal priority, and situational.

Objective of the Study

The objective of this study was to identify what deters adult residents of government subsidized housing in urban and non-urban Oklahoma from participating in educational programs.

Research Questions

Participation rates in educational programs among adult residents residing in government subsidized housing are low (Hayes, 1988). The questions to be addressed are:

1) What are the reasons for non-participation in educational programs cited by low income adults residing in both urban and non-urban settings?

2) Do these reasons differ between the sites?

Definition of Terms

Government subsidized housing is a term used to define a setting where the targeted populations reside. Such housing sites are owned and operated by the Department of Housing and Urban Development (HUD).

An urban setting is the term used to identify a location with a population of more than 250,000. Tulsa, Oklahoma was the selected site to represent the urban setting.

A non-urban setting is the term used to identify a location with a population of at least 15,000, but no more than 40,000. Shawnee, Oklahoma was the selected site to represent the non-urban setting.

Deterrents to participation are classified as one of the following five factors previously discovered by Hayes (1988):

1. Situational deterrents - These deterrents represent those beyond the control of the participant.

2. Low self-confidence related deterrents - These deterrents reflect feelings of low self-esteem, specifically academically related.
3. Social disapproval - These deterrents stem from an environment where education is not valued as important.
4. Negative attitude towards classes - These deterrents include attitudes such as dislike of school and all things relating to school.
5. Low personal priority - These deterrents reflect attitudes that place importance on other responsibilities such as work and family.

Summary

This chapter has presented an overview of the study, objectives, and procedures. The following chapter examines the nation's poverty crisis and its long term effects on human lives, society, and the economy. In addition, previous deterrents to participation research and theory are highlighted.

CHAPTER 2

Review of the Literature

This chapter is presented in two sections. The first section provides information identifying the nation's poor and the extent of the poverty crisis. The second section summarizes both theory and research in the field of adult participation.

The Poverty Crisis

Who are the Nation's Poor?

Much research has been compiled identifying the nation's poor. As stated in the introduction, approximately 35.5 million Americans live in poverty. This percentage "exceeds the total populations of either Argentina, Austria, Canada, Sweden or Taiwan" (Day, 1989, p. 228).

In the early 1980's, poverty reached crisis proportion. The poor became even poorer as a result of Reaganomics. Welfare programs were slashed in attempts to balance the federal budget. While programs for low income families constitute less than 10% of the federal expenditures, these programs experienced 30% of all budget cuts (Cassetty & Roy, 1983). For example, budget reductions affected programs such as Aid to Families With Dependent Children (AFDC) as much as 11.7%.

As a result of these and many other welfare reductions, the poor experienced an overall 9.4% reduction in federal assistance (Day, 1989).

The majority of these impoverished Americans are single mothers with children. Many of these families suffer chronic poverty, chronic in the sense these poor conditions are experienced over a period of years (Blackley, 1987). A large percentage of these Americans are minority. In fact, approximately "40% of those receiving assistance are black and 19% are hispanic" (Cassetty & Roy, 1983, p. 38).

Lack of education and unattachment to the labor force characterize this population. Many of these Americans lack job skills necessary to obtain employment. In addition, opportunities to participate in job training, both public and private, are often unavailable or not utilized. According to recent governmental statistics, approximately 5% of the eligible population obtain job training opportunities available through the public welfare programs (Cassetty & Roy, 1983).

The black population continues to be overrepresented in the unemployment statistics. According to Cassetty and Roy, because "a disparity exists in the unemployment rate for blacks--for many years more than twice that experienced by white workers--and the same economic return on education is not realized, it is not surprising that

blacks are overrepresented among those who are poor and receive public transfers" (1983, p. 38). Unfortunately, these Americans experience little success in the employment world and possess little political strength to demand system changes.

Living in Subsidized Housing

The effects of poverty can be seen in terms of environment. Today's economy makes it extremely difficult for families to reside in safe, decent housing. "HUD estimates there are approximately 2.4 million units of public or federally subsidized housing, many of them dilapidated and in high crime areas" (Reischauer, 1987, p. 9). As a result of the poverty crisis, many families have had no choice but to move into these units themselves or jointly with another family.

Living within these areas can expose residents to many dangers. These dangers include random incidents of gang activity, violence, stabbings, shootings, domestic violence, theft and drug related crime (Dubrow & Gabarino, 1989). According to recent Chicago police data, victimization is also a chronic problem, one that strikes 34 individuals for every 100.

This environment can also produce another danger; danger in the form of substandard living conditions. Many of these complexes are

plagued by poor maintenance, poor lighting, pest infestation, and building decay. Residents often feel powerless and lack the social skills needed to address these problems.

These poor living conditions breed yet another problem, poor health. Poor health maintenance has greatly affected both individual productivity and the nation's health care costs. The impoverished population account for the highest health care rates in America, costs that are consumed by the working population (Cassetty & Roy, 1983).

High unemployment rates characterize the impoverished. According the Department of Labor, the less educated workers suffer when seeking jobs. In 1984, the unemployment rate among 20 to 24 year olds with 1 to 3 years of high school was 26.7%. In comparison, rates for individuals with 1 to 3 years of college was 7.8% (U.S. Department of Labor, 1986). These and other Department of Labor statistics lend continued support to widely held beliefs that there is a connection between unemployment, low educational attainment and poverty.

Many of these health care costs could be reduced by preventive medical programs and improved living conditions. Unfortunately, many of these programs were drastically cut in the mid 1980's. These reduct-

ions affected the lives of approximately 500,000 families and 700,000 children (Cassetty & Roy, 1983).

The problems found within the poverty population are documented (Cassetty & Roy, 1983). Many basic human needs of safety, food, shelter, and health are often unmet. As a result, the cycle of poverty continues to devastate lives of millions. Therefore, continued development of adult educational programs and research in adult participation is needed to ensure program success.

Adult Motivation Theory and Research

Miller's Force Field Analysis

A well known theory in the area of adult participation has been selected to help provide assistance in understanding low participation rates among the impoverished. Miller's Force Field Analysis utilizes two early theories, Maslow's Hierarchy of Needs and Lewin's Force Field Analysis, to examine the relationship between socioeconomic status and participation in continuing education (Cross, 1988).

Maslow examined various levels of human needs. These levels were: (a) basic needs, (b) safety needs, (c) need to belong, (d) ego-status, and (e) self-actualization (Miller, 1990). The first level, basic needs, includes "the basic needs of physiological and survival nature such

as shelter, food, clothing and sex" (Miller, 1990, p. 40). The second level, safety needs, refers to an individual's needs related to security, both financially and environmentally. The third level, belongingness, addresses the individual's "need for belonging, acceptance and appreciation by others" (Miller, 1990, p. 41). This includes needs for interpersonal relationships with both family and friends. The fourth level, ego-status, refers to the need for status within self and relationships. These needs motivate the person "to seek out opportunities to display competency that will secure social and professional rewards" (Miller, 1990, p. 41). The last level, self-actualization, is achieved through the "internal motivation to become more creative, demand higher achievement, establish personal success criteria and become more self-directed" (Miller, 1990, p. 41). Miller applies Maslow's theory of needs to education stating "the needs hierarchy would predict that members of the lower social classes will be interested primarily in education that meets survival needs, mostly job training and adult basic education, while upper classes will have fulfilled those needs and will seek education that leads to achievement and self-realization" (Cross, 1988, p. 112).

Miller's theory also utilizes Lewin's Force-Field theory which examines the influence of both positive and negative forces as they

relate to motivation. Positive forces include items such as survival needs, possible opportunity for employment, etc. Negative forces could include items such as negative family or cultural attitudes to education, weak family structure and support, absence of job opportunities, etc. These forces are often found within the lower-lower class level, with negative forces outweighing positive ones. A result of these negative forces is low motivation towards continued education (Cross, 1988). Attracting the lower-lower class is difficult and often requires some modification of existing forces.

Identification of Deterrents to Participation

Much of the research conducted on participation among adults in continuing education have attempted to identify categories of deterrents. One of the earliest studies conducted by Johnstone and Rivera in 1965 attempted to develop two categories of deterrents: situational and dispositional. Situational deterrents included reasons that were "external to the participant or beyond his or her control" (Scanlon & Darkenwald, 1984, p. 156). These situational deterrents included reasons such as financial difficulties, family constraints or work related responsibilities.

Dispositional deterrents were those reasons based on attitude. Examples of these deterrents included attitudes such as lack of social

acceptability and lack of importance (Scanlon and Darkenwald, 1984).

Later studies identified yet another category of deterrents. According to Cross, this category was institutional. Institutional deterrents included those caused by the institution offering the educational programs. Deterrents such as scheduling problems, inconvenient locations, enrollment problems and conflicts in terms of times were included in this category (Scanlon & Darkenwald, 1984).

Other categories have been developed as a result of research; however, many of these categories overlap and could be placed back into one of three categories of deterrents discussed.

Deterrents Identified by the Low Income Adult

Research has been conducted over the past ten years focusing on adult participation (Scanlon & Darkenwald, 1984, and Hayes, 1988); however, in reviewing the literature, little information is available specific to the low income population. Of the research available, familiar patterns of deterrents begin to emerge. Many of the studies indicate the low socioeconomic population reports more situational and dispositional reasons for lack of participation when compared to the middle and upper class populations. Many of these reasons include: (a) lack of confidence, (b) lack of transportation, (c) cost, (d) child care, and

(e) not meeting enrollment criteria. The deterrents identified were highest among low income, non-white females, a population overly represented among government welfare statistics (Scanlon, 1987).

In a research project conducted by Hayes (1988), typologies of the low literate, disadvantaged adults were developed and deterrents identified. Hayes echoes Darkenwald's and Valentine's prior statement in that little has been done to study deterrents to participation, particularly among this population. This population faces a variety of barriers to participation ranging from low self-confidence and doubts about the importance of education to lack of information about available programs (Hayes, 1988). Hayes concluded the disadvantaged population reported combinations of reasons for not participating in continuing education. In fact, the more disadvantaged the adult, the more deterrents identified (Hayes, 1988). Overall, Hayes felt both current and future research could prove "useful to educators as a tool for planning educational programs for the disadvantaged. By addressing barriers specific to this population, one can begin to develop programs which meet their needs" (Hayes, 1988, p. 9). Darkenwald and Valentine conducted research on deterrents to participation with 2,000 households in New Jersey. The research examined six categories of deterrents ranging from disengage-

ment and family constraints to lack of quality and cost (1985).

Research conclusions showed correlations between deterrents and socioeconomic level. Lack of confidence, cost, and family constraints were reported more often by lower socioeconomic groups, particularly females. Darkenwald and Valentine recommended continued participation research stating its importance "to progress in building and testing theory" (1985, p. 187).

Darkenwald and Valentine's theory offers much to the field of participation research; however, it is limited in terms of generalizing ability to socioeconomic levels different from those included in their study.

Conclusion

Education plays an important role in combating the poverty crisis in the United States. Job training and adult basic education are only a couple of educational opportunities needed and often underutilized by the impoverished. As educational programs continue to be developed and implemented, it is important program planners have access to information regarding possible deterrents to participation. The incorporation of that information and future research will have direct implications on program success.

CHAPTER 3

Method of Data Collection

Population

The population is defined as adult residents from two government subsidized housing complexes. Parkview Terrace was selected as the urban site and is located in southwest Tulsa. Approximately 200 families reside in this complex. The complex is comprised of 45 apartment buildings. According to Tulsa Housing Authority demographics, 43% of these families are currently receiving governmental assistance in the form of Aid to Families with Dependent Children (AFDC). These families do not pay for their housing because of their unemployment. In addition, these families receive monetary assistance for utilities. Housing assistance is intended for temporary purposes only; however, many families use this assistance for generations.

Prince Hall was selected as the non-urban site and is located in Shawnee, Oklahoma. Approximately 200 families reside in this complex. The complex is comprised of seven apartment buildings and ten duplex groupings. Demographics on this community were not available from the Shawnee Housing Authority on percentage of families receiving

governmental aid.

Both complexes are recipients of OSU Cooperative Extension programs through the 4-H Youth Development and Home Economics Department. These complexes were selected because of a prior established relationship between the researcher, residents and office leasing staff. Trust and cooperation with both of these groups had to be developed over time. It was necessary to have their trust in order to obtain their much needed cooperation in the data collection process.

Sample

A sample of 60 adults (30 from each site) was drawn from the population. Cluster sampling was the procedure used to select the sample. This procedure was used by Hayes (1988) in her research. However, Hayes utilized this procedure in selecting adult basic education classes to select her sample. Cluster sampling is a type of sampling procedure used when studying groups or clusters. The clusters to be studied are selected randomly from a population of clusters. All members of the selected clusters comprise the sample.

In this study, the clusters were apartment buildings and duplex groupings. The numbers of all buildings and duplex groupings were placed in a bowl and five numbers were drawn. This procedure was

conducted at each of the two sites. The apartment buildings included in the sample at Parkview Terrace were numbers 36, 16, 24, 7 and 12.

The apartment buildings and duplex groups included in the sample at Prince Hall were numbers 7, 3, 5, 17 and 23. All residents from those buildings who were home at the time of data collection comprised the sample.

Description of the Instrument

Instrument Used

Data was gathered by means of a questionnaire. The instrument, the Deterrents to Participation-Form LL (DPS-LL), is a likert type scale with 32 items, each representing a deterrent to participation (See Appendix A). The instrument is similar to the Deterrent to Participation Scale-Form LL developed by Hayes (1988) for use with low literate adults (See Appendix B). The Hayes' instrument was adapted for use with low income adults by this researcher. While similarities in personal characteristics of both populations exist, the educational level of this study's sample was higher averaging at the 12th grade level. In addition, some questions were eliminated due to their inappropriateness to this population (See questions 19 and 29 in Appendix A). Other questions were modified because of their application solely to low

literate adults (See questions 8, 10, 18, 27 and 30 in Appendixes A and B).

Validity

The Deterrents to Participation Scale (DPS-LL) was used in a previous study with adult basic education students. According to Hayes, "its content validity was established by the use of interviews with low literate ABE students and ABE teachers to generate items on the scale" (Hayes, 1988, p. 3).

Reliability

Reliability of the instrument has been established through previous usage by Hayes. The alpha reliability of the DPS-LL was .82 as established during Hayes' research with the low literate population (Hayes, 1988). Reliability established in this study was .82.

Method of Collecting Data

The questionnaire was administered to adult residents in both complexes during the month of May 1991. The data was collected individually by the researcher and an assistant. The adults in the sample were given a verbal overview of the study and their assistance was requested. Each was given a questionnaire and a pencil and asked to identify deterrents to participation he/she may have experienced.

Assistance in completing the questionnaire by the researcher or the assistant was available if needed to requested. The assistant solely administered the questionnaire to the adults at Parkview Terrace. The researcher and the assistant administered the questionnaires at Prince Hall jointly with each covering two or three buildings and duplex groupings each.

The assistant was a resident and a 4-H leader who lives at Parkview Terrace. She was hired based on the skills she possessed: effective communication capabilities, assertiveness, responsible and self-confident. In addition, she has lived within the community for a period of three years thus feeling comfortable working within that environment. The assistant is a highly motivated person who has experienced past educational difficulties herself. She is currently working towards the completion of a G.E.D. Her highest level of educational attainment is the 10th grade.

Training for the assistant consisted of a one and a half hour meeting with the researcher. An overview of the study, use of the instrument and data collection procedures were discussed (See Appendix C). In addition, she was given the opportunity to role-play with two adult residents not included in the sample. The researcher administered

the questionnaires to the first five adults at Parkview Terrace with the assistant observing as a part of her training also. The assistant received monetary compensation-\$1 per questionnaire completed.

Analysis Procedure

Principal Component Analysis was selected as the procedure used to analyze the data. Raw data was taken from the questions, coded and stored in a file using the computer program, SYSTAT, version 3.0, IBM. The file was copied onto a disc by the researcher. The disc was then taken to the Computer Services Department at Oklahoma State University for analysis. Analysis was conducted on a mainframe computer using the SPSSX software.

Initial analysis provided demographic information and the eleven factor solution. A second analysis of the data was conducted by Dr. Stephen Briggs, Professor of Psychology, the University of Tulsa. Dr. Briggs analyzed the data further to obtain a five factor solution and identify differences between the urban and non-urban groups. The SPSSX software was used for the second analysis.

CHAPTER IV

Presentation and Analysis of Data

Description of the Sample

The individuals included in the sample were adult residents at two government subsidized housing complexes. A total of 60 adults were surveyed; 20 males and 40 females (See Table I).

Table I

Description of the Sample Population: Sex

Value Label	Sex	Frequency	Percent	Valid Percent	Cum Percent
	M	20	33.3	33.3	33.3
	F	40	66.7	66.7	100.0
	Total	60	100.0	100.0	100.0

Mean- 1.667 Std Dev.- .475

The ages of the residents ranged from 19 years to 73 years. The mean age was 29 years (See Table II).

Table II

Description of the Sample Population: Age

Value Label	Age	Frequency	Percent	Valid Percent	Cum Percent
	19	4	6.7	6.7	6.7
	20	3	5.0	5.0	11.7
	21	4	6.7	6.7	18.3
	22	8	13.3	13.3	31.7
	23	4	6.7	6.7	38.3
	24	4	6.7	6.7	45.0
	25	1	1.7	1.7	46.7
	26	3	5.0	5.0	51.7
	27	3	5.0	5.0	56.7
	28	2	3.3	3.3	60.0
	29	1	1.7	1.7	61.7
	30	3	5.0	5.0	66.7
	31	2	3.3	3.3	70.0
	32	1	1.7	1.7	71.7
	33	3	5.0	5.0	76.7
	34	1	1.7	1.7	78.3
	35	1	1.7	1.7	80.0
	37	3	5.0	5.0	85.0
	38	2	3.3	3.3	88.3
	40	1	1.7	1.7	90.0
	41	3	5.0	5.0	95.0
	43	1	1.7	1.7	96.7
	48	1	1.7	1.7	98.3
	73	1	1.7	1.7	100.0
Mean-	28.650	Std Dev.-	9.310		

The highest level of educational attainment varied from 7th grade to a two year associate degree. The mean level of educational attainment was 12th grade (See Table 3).

Data regarding the make-up of the communities were not collected for this study. However, according to the Tulsa Housing Authority, their demographics reveal the following information on Parkview Terrace: White- 146, Black- 117, Indian- 38 and Asian descent- 9. These numbers reflect numbers of adults currently living in the complex who are over the age of 18 years.

The Shawnee Housing Authority did not have information available regarding the racial make-up of the Prince Hall community. The Community Coordinator, however, was able to make estimates based on 1989 statistics gathered on racial make-up of children living in that community: White- 65%, Black- 20% and Indian- 15%. Table III is presented on the following page.

Table III

Description of the Sample Population: Highest Level of Educational Attainment

Value Label	Grade	Frequency	Percent	Valid Percent	Cum Percent
	7.	1	1.7	1.7	1.7
	8.	5	8.3	8.3	10.0
	9.	1	1.7	1.7	11.7
	10.	5	8.3	8.3	20.0
	11.	14	23.3	23.3	43.3
	12.	25	41.7	41.7	85.0
	13.	3	5.0	5.0	90.0
	14.	3	5.0	5.0	95.0
	20.	3	5.0	5.0	100.0
Mean=	11.683		Std. Dev =	2.432	20.= GED

Five Factor Solution

Principle component analysis was the statistical analysis used to analyze the data collected. Like Hayes (1988), eleven factors met the initial criteria for retention (an eigenvalue of 1.0 or greater). The factor matrix was rotated to produce a five factor solution similar to Hayes

loadings are reported in Table 4. The data addresses the first research question: what are the deterrents to participation in adult continuing education programs identified by low income adults?

The following factors or groupings of deterrents are summarized.

Factor One: Low Self-Confidence. The items loading on this factor reflected deterrents that relate to low self-confidence. The item, too old to learn, received the highest factor loading. This may reflect an environment where the importance of lifelong learning is not yet recognized. The next questionnaire items with high factor loadings are: 1) I think it would take me too long to finish, and 2) I think starting classes would be difficult with lots of forms to fill out. These deterrents reflect individual doubts in their ability to complete a program and inability to understand and successfully complete enrollment procedures. Other questionnaire items listed were: 1) I don't want to answer questions in class, and 2) I don't know where to go to get information. These items reflect a lack of self-confidence in their ability to perform in a classroom setting with other students and a lack of knowledge about existing programs. The last item reported on this factor was the incidence of family problems that did not permit the adult to attend school. This item fails to fit in this category well. The item's inappropriateness

in this category maybe attributed to use of a small sample.

Factor Two: Negative Attitude To Classes. This category of items reflect negative attitudes towards school and an inability to fit into an educational environment. The two items with the highest factor loadings were: 1) I don't think I would like being in classes with younger students, and 2) I don't feel I would fit in with the other students. These items indicate a negative attitude towards other students involved in an educational program and a sense of personal insecurity. The third item indicates a negative attitude towards co-workers and peers. The questionnaire item stated a fear that the people I work with would not like it if I returned to school. The last two items in this category report a fear that college classes would be difficult and that the adults in the sample didn't know anyone who was going to school.

Factor Three: Low Personal Priority. This factor reflects attainment of education as a low personal priority item. Items such as an inability to attend classes regularly and lack of time available to attend class indicate the low importance placed on education. These adults may not have experienced exposure to the benefits of education, thus failing to see the importance of obtaining it. Two of the items listed in this category could also been listed as situational barriers thus making

their appearance in this category questionable. These items were:

1) fear of leaving home due to violence in their neighborhood, and 2) classes are held at times when I cannot attend. In relation to personal priority, if these items were top priorities, then these items could possibly be addressed.

Factor Four: Social Disapproval/Low Importance. This category includes items that indicate a sense of disapproval by others if these adults participate in an educational program. The item with the highest loading reflects a fear that friends would not approve of their participation in educational programs. Two items on the factor indicate an environment where further educational attainment is not encouraged. These items were: 1) I don't want to admit I need more education, and 2) I feel my returning to school wouldn't help me. The last items loading on this factor are questionable as to their relationship to social disapproval. This item indicates failure on the part of the low income adult to recognize the need for further education.

Factor Five: Situational Barriers: This factor addresses deterrents beyond the control of the adult. The item loading on this factor is that of transportation. Lack of available transportation served as a barrier to a low income adults participation in educational programs.

Table IV

Deterrents to Participation in Adult Continuing Education Programs:Five Factor Solution

Loading Value	Item	Item Mean
Factor I: Low Self Confidence		
.76	I feel I am too old to learn	1.18
.64	I think it takes me too long to finish	1.63
.63	I think starting classes would be difficult with lots of forms to fill out	1.73
.62	I have family problems that do not permit me to attend school	1.43
.59	I don't want to answer questions in class	1.72
.53	I don't know where to go to get information	1.87
Factor II: Social Disapproval		
.69	I don't think my friends would approve	1.12
.60	I don't want to admit I need more education	1.43
.53	I tried to take a class, but it was already full	1.20
.43	I feel my returning to school wouldn't help me	1.13

(Table IV Continued)

Factor III: Situational/Institutional Barriers

.65 I don't have transportation to go to school 2.03

Factor IV: Negative Attitude to Classes

.61 I don't think I would like being in classes
with younger students 1.80

.60 I don't feel I would fit in with the other
students 1.40

.57 I feel the people I work with would not like
it if I returned to school 1.22

.50 I have heard college classes are difficult 2.42

.40 I don't know anyone who is going to school 1.68

Factor V: Low Personal Priority

.54 I am scared to leave my home due to violence
in my neighborhood 1.40

.49 I don't think I can regularly attend classes 1.78

.41 The classes are held at times when I cannot
attend 1.92

.46 I don't have time to go to school 1.85

Differences Between Urban and Non-Urban Groups

The second research question to be addressed related to what differences exists between the urban sample and the non-urban sample.

Frequencies were tabulated to record any significant differences reported between the groups. Of the 32 items listed on the instrument, six items indicated a significant difference ($P \leq .05$ or less) between groups.

Lack of transportation was the first item which was significantly different between groups ($P = .0181$). The urban group reported transportation as a deterrent to participation more often than the non-urban group. This difference could be attributed to the variation in terms of size of the two communities. Or, it could mean that the non-urban poor put their resources into automobiles, where as the urban poor rely on public transportation.

There were differences between the two groups on items relating to low self-confidence. The difficulty associated with the enrollment process differs significantly between urban and non-urban groups ($P = .0386$). Perception that college classes are difficult ($P = .0386$) and fear that they were not smart enough to do the work ($P = .0496$) were other significant differences reported.

Another item which reported a significant level of .0026 was fear of leaving the home due to violence in the neighborhood. The urban group reported this item as being a deterrent to participation in adult continuing education classes more often than the non-urban which may attribute to the higher crime and victimization rates often found in an urban environment.

Summary

A description of the sample, the five factor solution and differences between the urban and the non-urban samples have been presented. The following chapter compares the results of this study with Hayes (1988).

CHAPTER 5

Summary, Conclusions and Recommendations

Principal Findings

Both urban and non-urban low income adults reported similar reasons for their lack of participation in adult continuing education programs; however, the different geographical settings reported some reasons more often than the other. Both groups reported a low self-confidence level and negative attitude toward ability to successfully complete a program. This could be attributed to past educational or negative life events. The non-urban group experienced a lower self-confidence or self-esteem than its urban counterparts. Differences existed between the groups on items such as: 1) perception that enrollment process is difficult, 2) perception that college classes are difficult, and 3) fear that the respondents are not smart enough. Lack of resources and opportunity are often less available in non-urban settings than urban settings which may serve as an influence on this factor.

Deterrants relating to low personal priority and social disapproval were often reported by both groups. These factors could serve as an indicator of the level of educational support found in a low income

environment.

Situational barriers, such as transportation, were reported by both groups; however, the urban group appeared to experience more difficulty in this area. The size of the city, accessibility of public transportation, and cost could be outside influences affecting this deterrent.

Another situational type barrier is related to incidence of violence in the neighborhood. The urban group reported a sense of fear in leaving their homes more than the non-urban. This deterrent provides insight into another area of their lives, that of personal security.

Comparison to Hayes(1988) Research

An objective of this research was replication of previous work by Hayes (1988). Hayes used the DPS-LL instrument with a sample of low literate adults. She identified deterrents to participation and developed a typology of low literate adults. Although a typology was not developed, deterrents to their participation in continuing education programs were identified. A summary of the comparisons between the two studies are as follows and are outlined in Table 5.

Low Self-Confidence Related Deterrents. The items loading on this factor were similar. The following questionnaire items appeared in both studies: 1) I am too old to learn, 2) It would take me too long to

finish, 3) I thought starting classes would be difficult with lots of forms to fill out and, 4) I didn't want to answer questions in class. The differences between the answers reported were small. Two items in Hayes (1988) did not appear in this study. One of the questions had been deleted from the adapted version of her instrument and the other item indicated a fear on the part of the low literate adult as to their ability to intellectually do the work.

Social Disapproval Related Deterrents. This category displayed greater difference. Hayes reported the following items in her research: 1) I felt that my friends or co-workers wouldn't like it if I returned to school, 2) I felt that my family wouldn't like it if I returned to school, 3) I felt that school wouldn't help me, 4) I felt book learning wasn't all that important, 5) I didn't think I needed to read better, and 6) I didn't know anyone who was going to adult education classes (1988). Hayes' items adequately summarize attitudes relating to social disapproval, by both friends and family.

In comparison, the following items were reported in this study: 1) I don't think that my friends would approve of my attending school, 2) I don't want to admit that I need more education, 3) I tried to take a class but it was already full, and 4) I feel that my returning to school

wouldn't help me. Three of the four items reported in this study duplicate the findings of Hayes (1988). The item addressing the failure to admit need of further education was a modified version of Hayes' questionnaire item regarding admittance of the need to read better. The item addressing inability to attend class because it was full is inconsistent with this category. This inconsistency could possibly be attributed to the effect of a small sample.

Situational Barrier Related Deterrents. Hayes' research listed four items in this category: 1) inability to pay for childcare or transportation, 2) lack of transportation, 3) incidence of family problems, and 4) fear of attending classes held in a bad neighborhood (1988). These items represent barriers that are beyond the control of the individual responding to the questionnaire.

This study, unlike Hayes' (1988), reported only one situational deterrent. The deterrent reported was that of transportation. Any conclusions drawn from this could be attributed to differences in populations and resources available in the communities in which they live.

Negative Attitudes Related Deterrents. This category indicates differences between studies in terms of items reported. Both studies indicate deterrents that relate to negative attitude, however, the category

items are different. Hayes reported the following items in this category:

1) I didn't like the other students who go to the classes, 2) I didn't want to take classes in a school building, 3) I heard that the adult school classes were not very good, 4) I tried to start classes but they were already full, and 5) I don't like doing school work.

The findings in this study continue to reflect negative attitude to school, however, they differ from Hayes. The items were: 1) I don't think I would like being in classes with younger students, 2) I don't feel I would fit in with the other students, 3) I feel the people I work with would not like it if I returned to school, 4) I have heard that college classes were difficult, and 5) I don't know anyone who is going to school. These items reflect the close relationship between negative attitude to school and low self-confidence.

Low Personal Priority. The items in this category differed between the two studies. Hayes reports the following items: 1) It was more important to get a job than to go to school, 2) I didn't have time to go to school, 3) I didn't know anyone who was attending adult education classes, 4) I don't like doing school work, and 5) I thought book learning wasn't important. All of her items reveal education as a low priority item among the low literate population.

The items reported in this study differ greatly from Hayes (1988). These items, however, do show a relationship to low personal priority. The items were: 1) I am scared to leave my neighborhood due to violence in my neighborhood, 2) I don't think I can attend classes regularly, 3) The classes are held at times when I cannot attend, and 4) I don't have time to go to school. While many of these items indicate education as a low personal priority item, they could also be considered as situational/institutional deterrents. This inconsistency could possibly relate to the small sample size.

Table 5

Comparison of Study Findings and Hayes (1988)

Deterrents to Participation in Adult Continuing Education Programs: Five Factor Solution			Deterrents to Participation in Adult Basic Education: Five Factor Solution		
LOADING VALUE	ITEM	ITEM MEAN	LOADING VALUE	ITEM	ITEM MEAN
Factor I: Low Self Confidence			Factor I: Low Self-Confidence		
.76	I feel I am too old to learn	1.183	.67	I thought starting classes would be difficult, with lots of forms to fill out	1.76
.64	I think it takes me too long to finish	1.633	.67	I was afraid I wasn't smart enough to do the work	1.78
.63	I think starting classes would be difficult with lots of forms to fill out	1.733	.67	I felt I was too old to learn	1.35
.62	I have family problems that do not permit me to attend school	1.433	.61	I didn't want to admit that I needed help with reading	1.61
.59	I don't want to answer questions in class	1.717	.57	I didn't want to answer questions in class	1.42
.53	I don't know where to go to get information	1.867	.53	I thought it would take too long for me to finish school	1.80
Factor II: Social Disapproval			Factor II: Social Disapproval		
.69	I don't think my friends would approve	1.117	.67	I felt that my friends or people I work with wouldn't like it if I returned to school	1.20
.60	I don't want to admit I need more education	1.433	.57	I felt my family wouldn't like it if I returned to school	1.12
.53	I tried to take a class, but it was already full	1.200	.49	I felt returning to school wouldn't help me	1.36
.43	I feel my returning to school wouldn't help me	1.133	.49	I thought "book learning" wasn't important	1.24
Factor III: Situational/Institutional Barriers			Factor III: Situational Barriers		
.65	I don't have transportation to go to school	2.033	.74	I couldn't pay for childcare or transportation	1.48
Factor IV: Negative Attitude to Classes			Factor IV: Negative Attitude to Classes		
.61	I don't think I would like being in classes with younger students	1.800	.57	I didn't have any transportation to school	1.34
.60	I don't feel I would fit in with the other students	1.400	.53	I had family problems	1.78
.57	I feel the people I work with would not like it if I returned to school	1.217	.44	I was worried because classes were held in a bad neighborhood	1.34
.50	I have heard college classes are difficult	2.417	Factor IV: Negative Attitude to Classes		
.40	I don't know anyone who is going to school	1.683	.64	I didn't like the other students who go to the classes	1.08
Factor V: Low Personal Priority			Factor V: Low Personal Priority		
.54	I am scared to leave my home due to violence in my neighborhood	1.400	.57	I didn't want to take classes in a school building	1.16
.49	I don't think I can regularly attend classes	1.783	.56	I heard that the adult school classes were not very good	1.16
.41	The classes are held at times when I cannot attend	1.917	.51	I tried to start classes but they were already full	1.27
.46	I don't have time to go to school	1.850	.49	I don't like doing schoolwork	1.29
			Factor V: Low Personal Priority		
			.59	It was more important to get a job than to go to school	1.76
			.52	I didn't have time to go to school	1.47
			.46	I didn't know anyone who was going to the adult education classes	1.57
			.45	I don't like doing schoolwork	1.29
			.41	I thought "book learning" wasn't important	1.23

Conclusions

Developing programs that address these deterrents and attempt to eliminate them will be needed in order to increase participation rates. Many of these factors, however, are ones that have been a part of that society and environment for generations. Elimination of these factors will have to be joint efforts between many agencies. Agencies such as law enforcement, education, and social welfare will have to network in order to develop programs that address these needs. Failure to do so will affect the success of educational programs.

Recommendations for Further Research

Further research in the area of adult participation is recommended. Additional research will be vital as program developers continue to design programs intended to meet the needs of low income adults.

This research should address three different areas. The first area would include the development of a profile or typology of low income population. Hayes (1988) developed a similar typology addressing the adult basic education student population. A profile of the low income adult would provide insight into the sociodemographic factors that affect participation rates.

The second area of recommended research is the identification of motivational factors affecting participation rates. Awareness of these factors would assist in the development of programs that promote successful educational experiences to the participants.

The third area of recommended research addresses replication of this study using the DPS-LL instrument on a similar population. Additional research is needed to determine the effect of environmental variables such as community resources, crime, community size, etc., have on low income populations.

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Appendix A

Deterrents to Participation Scale-Form LL

Developed by Hayes

Adult Learning Questionnaire - Form D

Directions: There are many schools and classes for adults who want to read, write, or do math better, or who want to earn a high school diploma or G.E.D. However, some adults do not go to these classes, even if they need help with reading, writing, and math, or want a diploma. Think back to when you were not going to this adult education class. Then look at the reasons below and decide how true each one was for you before you started this adult education class.

PLEASE CIRCLE ONLY ONE NUMBER FOR EACH REASON.

HOW TRUE WAS EACH REASON FOR YOU BEFORE
YOU STARTED THIS CLASS?

<u>REASONS</u>	<u>Not True</u>	<u>Somewhat True</u>	<u>True</u>
1. I couldn't pay for childcare or transportation	1	2	3
2. I didn't want to take classes in a school building	1	2	3
3. I had health problems	1	2	3
4. I didn't want to answer questions in class	1	2	3
5. I didn't have time to go to school	1	2	3
6. It was more important to get a job than to go to school	1	2	3
7. I tried to start classes but they were already full	1	2	3
8. I didn't want to admit that I needed help with reading	1	2	3
9. The classes were held at times when I couldn't go	1	2	3
10. I didn't know anyone who was going to the adult education classes	1	2	3
11. I felt I was too old to learn	1	2	3
12. I felt my family wouldn't like it if I returned to school	1	2	3

HOW TRUE WAS EACH REASON FOR YOU BEFORE
YOU STARTED THIS CLASS?

<u>REASONS</u>	<u>Not True</u>	<u>Somewhat True</u>	<u>True</u>
13. I didn't have any transportation to school . . .	1	2	3
14. I thought starting classes would be difficult, with lots of questions and forms to fill out . .	1	2	3
15. I thought it would take too long for me to finish school	1	2	3
16. I don't like doing schoolwork	1	2	3
17. I didn't think I needed to read better	1	2	3
18. I thought that adult education would be like regular school	1	2	3
19. I heard that the adult school classes were not very good	1	2	3
20. I felt that my friends or people I work with wouldn't like it if I returned to school	1	2	3
21. I thought I wouldn't like being in classes with younger students	1	2	3
22. I thought "book learning" wasn't important . . .	1	2	3
23. I was afraid I wasn't smart enough to do the work	1	2	3
24. I didn't want to go to classes alone	1	2	3
25. I felt the teachers would not be friendly or understanding	1	2	3
26. I didn't think I could go to classes regularly .	1	2	3
27. I was worried because classes were held in a bad neighborhood	1	2	3
28. I felt returning to school wouldn't help me . .	1	2	3
29. I didn't like the other students who go to the classes	1	2	3
30. I went to adult classes somewhere else and didn't like them	1	2	3
31. I didn't know there was any place to go to take classes	1	2	3
32. I had family problems	1	2	3

Appendix B

Deterrents to Participation Scale-Form LLRevised Version

INSTRUCTIONS: This questionnaire will ask you to identify possible reasons you may have had for not participating in adult education programs, higher education and any other education related programs. Please answer them as accurately as possible. The information will be kept confidential. Information contained in the research report will be reported statistically only.

<u>REASONS</u>	NOT TRUE	SOMEWHAT TRUE	TRUE
1. I can't pay for childcare or transportation.....1		2	3
2. I don't want to take classes in a school building.....1		2	3
3. I have health problems that do not permit me to attend school.....1		2	3
4. I don't want to answer questions in class.....1		2	3
5. I don't have time to go to school.....1		2	3
6. It is more important to work or look for a job than go to school.....1		2	3
7. I tried to take a class but it was already full.....1		2	3
8. I don't want to admit that I need more education.....1		2	3
9. The classes are held at times when I cannot attend.....1		2	3
10. I don't know anyone who is going to school.....1		2	3
11. I feel that I am too old to learn.....1		2	3
12. I feel my family would not support me if I decided to return to school.....1		2	3
13. I don't have transportation to go to school.....1		2	3
14. I think starting classes would be difficult with lots of questions and forms to fill out.....1		2	3
15. I think it would take me too long to finish school.....1		2	3

Deterrents

	NOT TRUE	21 SOMEWHAT TRUE	TRUE
16. I don't like doing schoolwork.....1		2	3
17. I don't think my friends would approve.....1		2	3
18. I think that college or adult education classes would be like high school.....1		2	3
19. I have heard college classes are difficult.....1		2	3
20. I feel that that the people I work with would not like it if I returned to school.....1		2	3
21. I don't think I would like being in classes with younger students.....1		2	3
22. I think book learning isn't all that important.....1		2	3
23. I am afraid that I am not smart enough to do the work.....1		2	3
24. I don't want to go classes alone.....1		2	3
25. I feel that the teachers will not be friendly or understanding.....1		2	3
26. I don't think I can attend classes regularly.....1		2	3
27. I am scared to leave my home due to violence in my neighborhood.....1		2	3
28. I feel that my returning to school wouldn't help me.....1		2	3
29. I don't feel that I would fit in with the other students.....1		2	3
30. I have gone to school before and I didn't like it.....1		2	3
31. I don't know where to go to get information.....1		2	3
32. I have family problems that do not permit me to attend school.....1		2	3

Some revisions have been made to this questionnaire for this research project.

COMPLEX: _____
 BUILDING #: _____
 SEX: _____
 AGE: _____
 HIGHEST LEVEL OF EDUCATION: _____

Appendix C

Assistant Training Program Outline

- I. Research Project Overview
 - A. Statement of Purpose
 - B. Sample
- II. Data Collection Procedure
 - A. Sampling Procedure
 - B. The Deterrent to Participation Scale-LL
 - C. Time Line
 - D. Confidentiality

2

VITA

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