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1975

PUBLIC HIGH SCHOOL DROPOUT BEHAVIOR

STATE OF OKLAHOMA

1973-74

By

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1975

MAY 12 1976

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ACKNOWLEDGEMENTS

Recognition is due to Dr. Donald S. Phillips who served as committee chairman and Dr. Lloyd L. Wiggins for his assistance as thesis adviser. Special appreciation is also expressed to my special friend, Dr. William W. Stevenson, and to Dr. George E. Arquitt, Jr. for their support and guidance as committee members.

Recognition is given to Dr. William D. Frazier and Dr. James P. Key for their special advice and assistance. Appreciation is expressed to Mr. Kermit Kiles, Finance Division, Oklahoma State Department of Education and to the staff of the Oklahoma State Department of Vocational and Technical Education, Division of Research, Planning and Evaluation for their cooperation and assistance in obtaining enrollment and drop-out data.

Special gratitude is extended to the numerous Oklahoma students, teachers and administrators who contributed to the study by their anonymous participation.

Miss Paula Keller deserves special recognition for typing of this dissertation.

Bert Lawrence, my husband, and Kevin and Larry, my children, are formally thanked for their understanding, patience and sacrifice, without which this study could not have been completed.

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CHAPTER I

INTRODUCTION

Need for the Study

At one time formal education for the majority of our population was limited to acquiring the fundamentals of reading, writing, and arithmetic. Only a small minority of students formerly continued to complete high school and even less to college or professional school. The development of human resources appeared to be a relatively simple matter. Our society discharged its responsibilities by providing a limited amount of education through philanthropy, government or proprietary sources. Only a select minority could prepare for their chosen profession.

As rapid societal changes and increased technology have accrued benefits to our society, they have also created a demand for the availability of a work force that is educated and highly specialized which generally requires a minimum of a high school education. The dexterity and competencies of individuals have become recognized as the basis of individual and national wealth.

Evolving out of these changes have been new perceptions and insights which have resulted in continuing reinterpretations of the nature and functions of our democratic society. Affirmative action is emerging to increase the breadth and depth of the opportunities that are assumed to be essential if individuals are to be able to develop their latent

potentialities--for their own fulfillment, as well as for their ability to contribute to society. Expanded and continued opportunities for education in the formal educational system have become a demanded right for all citizens, with the implication that leaving the formal educational system before completion of high school reflects personal and societal failure.

While the demand mounts for more education, the current stresses on our nation's economy are creating calls for accountability of planners and implementers of education unheralded in the educational history of our country. All persons involved in education have been challenged to critically examine issues like the following:

- Outputs of the formal educational system;
- Access to educational opportunities;
- Orientation of the various levels of schooling;
- Allocation of financial resources;
- Organizational and human efficiency and effectiveness.

Outputs of the educational system have been studied rather extensively in terms of numbers of graduates and their later employment characteristics. The results have generally supported the pressing necessity for continuing education for all persons.

Equal access to education has received concentrated public concern and attention. Again, the general contention is that our country must provide educational opportunities for each and every American citizen, geared toward their own personal maximal development and further toward their preparation for maximizing their contributions to society.

Among the orientations of the various levels of schooling, career education has been one of the most prominent exponents of the need for

orientations and specific developmental levels of schooling adapted to the growth stages of individuals. Earlier sociological, physiological and psychological theorists had developed life stage theories from which educators could better adapt education to the readiness of students. The majority of the findings strengthen the concept of life-long learning and development. Persons leaving our educational system before completion of high school are generally considered inadequately prepared to live and work in our society without additional education and training.

The allocation of resources, while often controversial, is seldom ignored. The public is informed of the need for financial support and the direction of the expenditures. The common conclusions are that while the needs and the cost continue to soar, public support of education for all who want or can benefit from education through high school is generally accepted.

The critical issue of organizational influences upon education has received a minimal amount of exploration. Organizational theories in education comprise an emerging discipline. It has been found that organizations can either heighten or diffuse multitudinous pressures from without as they struggle, in somewhat the same way as a living organism, to adapt themselves to their changing environment. Since any healthy organization adapts to changes in the environment and seeks continually to upgrade its performance, attempts must be made to continually evaluate and revise the various organizational components and processes toward increasingly effective achievement of organizational goals.

School organizations have appeared to evolve, adjust and readjust as recipients of legislative action and public pressures, without

planned change as the result of conscious, rational efforts. If lifelong learning for all American citizens is to become a reality, the design, structure and functions of our public schools will require continual analysis and revision in a systematic manner to meet the educational needs of our individuals and our dynamic nation. Organizational theories must be developed and tested toward the systematization of concepts, insights and propositions into a usable form for increasing understanding of organizational problems and for expanding existing knowledge and thought about student behavioral phenomena. The resultant increased understanding of problems conceivably will lead to more effective strategies for identifying and executing acceptable solutions.

The American dream of creating and building an educational system that will provide an adequate educational opportunity for all is still a dream and far from fruition. To the extent that this dream is unfulfilled, there is a need for further research.

While the need for lifelong learning has been reiterated, one of the problems faced by the public high school organization is the fact that pupils keep dropping out of school at a national rate of about 25 percent. Only 752 out of each 1,000 pupils who entered fifth grade in 1962 graduated from high school. Estimates indicate that eight million more students will withdraw from the public high school system during the 1970 decade. The economic significance of the dropout situation, as of May 1972, reflected itself by the estimate that the educational neglect of 3.18 million young people will cost the nation \$71 billion in taxes and \$237 billion in lost national income (Weinberger, 1973). Perhaps even more important than the economic significance is the fact

that education, in addition to its unique and principal function of developing the individual and his interest, serves as a means by which society perpetually recreates the conditions of its very existence. The dropout situation is one of economic, social and educational importance locally as well as nationally.

Statement of the Problem

High school dropout behavior continues as a problem phenomenon about which educators and the public appear to have only minimal understanding and control. The problem of this study is that there is a need for further understanding of public high school dropout behavior in the State of Oklahoma. While a minimum of a high school education is advocated for personal, social, and employment reasons, students continue to drop out of high school before completion at a time when the need for high school education is at a maximum.

Purpose of the Study

The purpose of the study was to develop a theoretical model and to apply this model to the collection and organization of data to describe public high school institutional characteristics and adaptations and student characteristics and adaptive behaviors in public high schools with high dropout rates compared to public high schools with low dropout rates in the State of Oklahoma, during the 1973-74 school year.

Objectives

1. To adapt current constructs to develop a theoretical framework from which to organize observations and analyze dropout behavior in the State of Oklahoma in terms of the public high school organization and student characteristics and adaptations.
2. To compare organizational characteristics and adaptations of public high schools with high dropout rates with public high schools with low dropout rates.
 - 2.1. To compare the organizational climate of public high schools with high dropout rates with public high schools with low dropout rates.
 - 2.2. To compare segregation of students in schools with high dropout rates with segregation of students in schools with low dropout rates.
 - 2.3. To compare preferential treatment of students in public high schools with high dropout rates with preferential treatment of students in public high schools with low dropout rates.
 - 2.4. To compare goal displacement of public high schools with high dropout rates with goal displacement of public high schools with low dropout rates.
 - 2.5. To compare administrative behaviors of schools with high dropout rates with administrative behaviors of schools with low dropout rates.
3. To compare student behavioral characteristics and adaptations in schools with high dropout rates with schools with low dropout rates.

- 3.1. To compare the receptive adaptation of students in schools with high dropout rates to the receptive adaptation of students in schools with low dropout rates.
- 3.2. To compare the side-payment adaptation of students in schools with high dropout rates to the side-payment adaptation of students in schools with low dropout rates.
- 3.3. To compare the situational retirement of students in schools with high dropout rates to the situational retirement of students in schools with low dropout rates.
- 3.4. To compare the rebellious adjustment of students in schools with high dropout rates to the rebellious adjustment of students in schools with low dropout rates.
- 3.5. To compare the dropout adaptation of students in schools with high dropout rates to the dropout adaptation of students in schools with low dropout rates.

Scope of the Study

The scope of the study is macroscopic in its overview of the organizational and student adaptation approach to the study of the dropout situation in selected schools in the State of Oklahoma. It is microscopic in its description and analysis of the organizational and student characteristics related to dropout behavior in public high schools with high and low dropout rates.

Both qualitative and quantitative systems of research were employed. The qualitative research involved observation and reporting of variables from on-site visits and interviews which cumulatively reflected an organizational climate. Quantitative methods of research were incorporated

for tabulating and reporting questionnaire data. All findings were used as a basis for drawing conclusions that provided insight into the stated objectives.

Definition of Terms

Dropout - A pupil who leaves an Oklahoma public high school before graduation or completion of a program of studies, excluding transfers to another school.

Dropout rate - The percentage of dropouts calculated by dividing the total number of reported dropouts by the total enrollment of the public high school.*

Student - A person enrolled in an Oklahoma public high school as a full-time student.

Organization - An Oklahoma public high school as an organizational entity.

Educational administrator - A person who makes decisions which direct and control life in the public high school organization which facilitate or hinder the effective or efficient operation of the school organization.

Organizational adaptations (To interactions with students as unselected clients):

Segregation - Public high school organizational behavior which places students in special programs or places them in order to remove them from the mainstream.

*The numbers of dropouts by school were obtained from the Division of Research, Planning and Evaluation of the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma. Enrollment data were obtained from the Finance Division of the Oklahoma State Department of Education, Oklahoma City, Oklahoma.

Preferential treatment - Not all students are treated alike by the public high school.

Goal displacement - The public high school organizational process whereby the original or overriding goal is abandoned completely or partially and another goal is substituted.

Student adaptations (To interactions with unselected organization):

Receptive adaptation - Public high school student behavior which is consistent with the goals of the school and which appears to be satisfactory both to the student and to the school.

Side-payment adaptation - The public high school student continues to attend school because of fringe benefits rather than because of the central purpose of the school.

Situational retirement - The public high school student is physically present, but not actively mentally or physically involved.

Rebellious adjustment - The public high school student constantly tests the limits of the situation; his behavior is disruptive and problematic to the school.

Dropout adaptation - The public high school student totally withdraws his presence and participation.

Organizational Climate - An Oklahoma public high school environment; an organizational milieu.

These terms will be integrated into the theoretical framework utilized for this study and will be expanded upon in the balance of the presentation, following the review of related literature.

CHAPTER II

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

Purpose of the Public School

The school's responsibility to the individual includes a fundamental belief in individual worth and preparation of the individual to attain a worthwhile place in society. Hamblin (1961) indicated the importance of educational opportunity to a democratic society:

The ultimate educational goal of a society that respects the rights of an individual is, regardless of its educational standards, or patterns, to enable each young person to go as far as his aptitudes will permit in fundamental skills and knowledge, and at the same time to motivate him to continue his own self-development to the full, for the benefit of himself and of society, present and future (p. 7).

Legislative Mandate for Public High Schools

In response to the public demand for education as a right for all citizens, legislators have implemented the structure which not only provides the opportunity, but also requires students to attend school until the age of 18 or until they have completed four years of high school (School Laws of Oklahoma, 1973).

Historical Background of the Dropout Situation

In 1900 about ninety percent of male students failed to receive high school diplomas (Bachman, et al., 1971). By 1920 this figure was

about eighty percent and it was not until the 1950's that the dropout rate was cut below half (Zeller, 1966). The dropout rate declined to about thirty percent by 1965 (Varner, 1967). The current dropout rate is about twenty-five percent (U.S.O.E., 1973).

It is the problem, not the fact, of dropout which is new and contemporary.

Paradoxically, the dropout problem surfaces at a time when the proportion of youngsters who quit school before graduating is lower than ever.... At the same time, jobs have become increasingly specialized and technical, requiring greater amounts of formal education. The dropout has suddenly become a problem because, among other reasons, the range and number of jobs requiring little formal education has drastically diminished. And his predicament has become all the more visible, as more and more people accommodate themselves to the nearly complete dominance of formal education as the major path to fulfillment (Schreiber, 1967, pp. 9-10).

The problem is that while the proportion of dropouts has gone down, so has the proportion of jobs that are suitable and available for dropouts (Beinstock, 1967; Swanstrom, 1967; Hathaway, et al., 1969; Persella, 1970).

Sociological and Economic Significance of Dropout Behavior

President Johnson (1965) after discussing America's continuing efforts to provide free education for all its children, said to Congress:

There is a darker side to education in America: One student out of every three now in the fifth grade will drop out before finishing high school, if the present rate continues. Almost a million young people will continue to quit school each year, if our schools fail to stimulate their desire to learn. In our 15 largest cities, 60 percent of the 10th grade students from poverty neighborhoods drop out before finishing high school.

Serious economic problems are related to the school dropout problem. Unskilled jobs once available to the school dropout are diminishing in numbers relative to the total work force and are being sought by older workers who have been displaced elsewhere in the world of work by technological change. Regarding this problem, Conant (1961) said:

The recent trend in employment opportunities indicates that fewer and fewer completely unskilled workers will be able to find jobs in the decade ahead. Employers will want skilled workers. If present trends continue, professional workers will be in heavy demand. White collar jobs will grow at a more rapid rate than will blue collar jobs and it is quite clear that...there will be little demand for unskilled workers (p. 51).

Various social ills are also frequently associated with the school dropout problem. Schreiber (1967) cites a study conducted by the New York State Division for Youth in which it found that one third of the dropouts come from families with histories of public and private assistance, more than forty percent come from families where there had been involvement with crime and delinquency, and over half of the dropouts come from families with histories of either welfare or crime and delinquency.

Personal Variables of Dropouts

Various studies have identified personal variables of dropouts which schools could use in the identification of the potential dropout in order to set up a dropout prevention program, adjusting school variables to increasing relevancy for the development of individuals.

In a study of approximately seven thousand boys and girls in grades four, eight, and twelve, which analyzed personal variables of dropouts and stayins, it was found that:

IQ - When comparisons involving measures of intellectual ability were made, stayins or students going on to college recorded higher scores, particularly in areas of verbal facility.

Grades - Stayins obtained higher grades than dropouts even when intellectual ability was equated.

Courses Failed - At the twelfth grade level, forty-two percent of the boys and thirteen percent of the girls had failed at least one course. Students going to college had failed fewer courses.

Attendance - Eighth grade dropouts missed more school than either total stayins or matched stayins. More absence from school was associated with lower intellectual ability, poorer academic grades.

Part-Time Work - Twelfth grade boys not planning to go to college worked at outside jobs more than those planning to go to college. Dropouts at the eighth grade level worked more than stayins.

Residential and School Mobility - Dropouts and students not planning to attend college reported having lived at more different residences and having attended more schools.

Socioeconomic Status - Father's occupational level correlated positively with all measures of ability and grades, and inversely with dropout behavior.

Parents Separated - Students planning to attend college did not differ significantly from students not planning to attend college on whether or not their parents were separated.

Extracurricular Activities - Participation in school clubs, student government, and committee activities at the twelfth grade level was positively correlated with intellectual ability, grades and attitudes.

Attitudes - Twelfth and eighth grade students with more favorable attitudes achieved better grades and participated more in activities than students with less favorable attitudes. A student's attitude toward school appeared to be strongly associated with keeping him in school.

Personal and Social Adjustment - Dropouts and students not planning to go to college checked more school related types of problems.

Verbal Skills - Verbal skills appeared to be the most important aspect of intellectual ability in discriminating between dropouts and stayins (Bruno, 1963).

The U. S. Office of Education reported that even in the lowest grades certain telltale signs are apparent (U.S.O.E., 1973):

Inability to read at grade level;

Frequent absenteeism;

Lack of participation in extracurricular activities;

A rebellious attitude toward teachers;

Disrupting the classroom;

Emotional disturbances related to the home environment; and

A pattern of failure in school work.

The emphasis on the students as the prime cause of dropout behavior is not new, as reported by the Oklahoma schools for the 1970-71 school year to the Oklahoma State Department of Education. Schools in the State of Oklahoma have been and still are perceiving student characteristics

and adaptations as the prime cause for dropping out of school. None of these causes reflect the school organization as being a precipitating factor in dropout behavior.

TABLE I
REASONS FOR DROPOUTS AS
REPORTED BY SCHOOLS
1970-71

Rank	Reason	Total Number	Percent
1	Lack of Interest in School Work	2,180	23.1
2	Non-Attendance	1,797	19.0
3	Marriage	1,369	14.5
4	Employment	958	10.1
5	Behavioral Difficulty	904	9.6
6	Pregnancy	480	5.1
7	Academic Difficulty	448	4.7
8	Needed at Home	440	4.7
9	Entered Armed Forces	409	4.3
10	Physical Illness	256	2.7
11	Economic Reasons	134	1.4
12	Physical Disability	75	.8

Source: Oklahoma State Department of Education

The U. S. Office of Education reported that the dropout prevention programs are being keyed to early detection of trouble and remedial action to keep the pupil in school. Diagnosis of the problem must be made by the school organization prior to the administration of prescriptive therapy. Considerable research has been done on the diagnosis of the characteristics of the students who withdraw from the public high school organization; however, dropout behavior continues. The

question remains as to how many of these personal variables are the result of the public high school organization.

Influence of Public High School Organization on Students

Havighurst and Stiles (1961) described the function of the school as being to provide the means for youth to achieve success and confident self-identity, which is consistent with Hamblin's statement of the responsibility of public schools.

Bachman, et al. (1971) reported dropping out of school as symptomatic of a mismatch between some individuals and the typical high school environment. They interpreted dropping out as symptomatic of certain student background and ability characteristics, as well as traits of personality and behavior of the students, and the interaction with their public high school experiences.

Sherif and Sherif (1956) classified situational factors in a behavioral approach to social situations in schools, which included the qualities of the individuals behaving in the environment, the task or problem faced by the individuals, the site and facilities involved, and the relations between individuals, problems and facilities.

In further support of the importance of the organizational structure and function of schools in relationship to their impact upon student behavior, Barker and Wright (1955) developed concepts and measurement methods for phenomena encompassed in the behavior setting which involve all types of place-time-activity unities. The behavior setting has two major aspects: the nonpsychological milieu, that is the time-place-activity pattern, and the standing pattern of behavior. Barker and

Wright found that the nonpsychological milieu surrounds, supports and limits the standing patterns of behavior.

Van Dyke and Hoyt (1958) established clearly the theory that dropping out of the secondary school was, for almost every subject included, a true process and not a simple event. It was a process which began at some point in time considerably earlier than the day on which the student actually withdrew from school. As a process, dropping out of school was seen as involving the interaction of predisposing, precipitating, and counteracting forces in the student's environment with similar forces existing within the general personality makeup of the student.

Six process types, in terms of major predisposing factors associated with dropping out of school, were: school too difficult, lack of acceptance, disruptive home situation, financial need, school program inadequate, and engagement or marriage. For at least four out of the six major predisposing forces, according to Van Dyke and Hoyt, the secondary school is in a position to take some constructive action.

In almost every case Van Dyke and Hoyt found some precipitating factor was associated with dropping out of school. Many of these had to do with incidents taking place in school. If potential dropouts were identified rather early in their school career, the authors felt conscious attempts could be made on the part of school personnel to not only avoid contributing to a student's withdrawal from school, but also to effect organizational changes to further promote the development of the student's potentialities.

Administrative Influence on Organizations

Barnard (1938) stated that the executive is primarily concerned with decisions which facilitate or hinder in the effective or efficient operation of the organization.

Griffiths (1969) related administration as decision making to the concepts of environmental constraints and organizational adaptation. Administration was defined as a generalized type of behavior to be found in all human organizations. Administration was described as the process of directing and controlling life in a social organization. The specific function of administration is to develop and regulate the decision-making process in the most effective manner possible.

The need to include the influence of administrative behavior is essential as administration directs and controls the public high school organization.

Bachman, et al. (1971) concluded that dropping out is a symptom which signifies a mismatch between certain individuals and the typical high school environment. In principle, the mismatch could be resolved by changing the individuals so that they are better able to fit into the high school environment, changing the high school environment, or changing both. This study recommended change on both sides.

Among the recommendations from the Bachman study which would require administrative action were early identification and intervention with potential dropouts, curtailment of the typical anti-dropout campaigns, increasing the range of educational options for young people aged 16 to 18 and serious consideration to reducing the number of years necessary for attaining a high school diploma.

Theoretical Framework

The purpose of the public high school, the legislative mandate for the public high school, the history of the dropout situation, the sociological and economic significances of the dropout situation have been related to dropout behavior. The personal variables of dropouts and the influence of the public high school organization and administration have been reviewed to portray concepts relevant to understanding dropout behavior. Dropout behavior appeared to be a complex phenomenon which could be understood best in terms of interacting student and organizational variables.

Carlson's theory of organizational adaptation and client adaptation, based upon the concept of client and organization selectivity, appeared to be a feasible basis for the development of a logical theoretical framework. Carlson's concepts were adapted to include organizational climate and the influence of administrative behavior upon organizational adaptations.

Carlson classified organizations by the amount of selectivity available to both the client and the organization, as indicated in Figure 1, with the public high school classified as a Type IV organization which has no control of client (student) admission and in which the clients (students) have no control over their own participation in the organization.

Carlson stated that the public high school, as all service organizations, established a social relationship with its clients and thus faces a motivational problem, which is most pronounced in Type III and Type IV organizations because these organizations are most likely to be in contact with some clients who have no real desire for their services.

Among the many organizational ramifications of this factor would be the effect upon the attitudes which staff members and clients hold toward each other, personality make-up of the staff, prestige of the work and deployment of organizational resources.

		Client Control Over Own Participation in Organization	
		Yes	No
Organization Control of Client Admission	Yes	Type I	Type III
	No	Type II	Type IV

Figure 1. Selectivity in Client-Organization Relationship in Service Organizations

Carlson referred to Type IV organizations as domesticated since they are not compelled to attend to all of the ordinary and usual needs of an organization. For example, they do not compete with other organizations for clients; a steady flow of clients is assured. There is no real struggle for survival for this type of organization. Like the domesticated animal, these organizations are fed and cared for. While this type of organization does compete in a restricted area for funds, funds are not directly related to quality of performance. Because of their protected state, public schools, as Type IV organizations, are slower to change and adapt than other organizations.

Mort (1958) supported this aspect of educational change proceeding slowly:

After an invention which is destined to spread throughout the school appears, fifteen years typically elapse before it is found in three percent of the school systems. After practices have reached the three percent point of diffusion, their rate of speed accelerates. An additional twenty years usually suffices for an almost complete diffusion in an area the size of an average state. There are indications that the rate of spread throughout the nation is not much slower. School systems do not seem to be geared to the fact that the knowledge of available inventions is necessary if they are to improve and that the individuals operating the schools must master this knowledge (pp. 32-33).

Carlson further stated a proposition that Type IV organizations have goals to which they are committed and their achievement is hampered by the presence of some of the unselected clients, and that in the course of day-to-day operations, there emerge within these organizations adaptive mechanisms which tend to minimize the disruptive factors presented by some of the unselected clients.

Organizational adaptation--segregation: Segregation is an adaptive response by the organization which takes several forms. Carlson stated that dumping grounds signifies that some part of the school program constitutes a place where students are assigned or dumped for part of their program, for various reasons, to serve out their remaining school days. Students get dumped most frequently into the vocational areas. Although Carlson did not use academic segregation, it will be utilized in this study. According to Carlson, segregation frequently leads to, or is accompanied by another organizational adaptive response, goal displacement.

Organizational adaptation--preferential treatment: Carlson indicated that substantial data supports the fact that a school system typically does not treat all students alike, but engages in the practice of preferential treatment of some students. It has been documented that the preferential treatment involves such matters as grades, withdrawal

from school, discipline, punishment, and curricula, and that middle-class and upper-class children, as opposed to lower class children, are treated preferentially (Hollingshead, 1949).

The adaptive mechanisms of segregation, goal displacement and preferential treatment in Type IV organizations seem to make the organization more tolerable from the point of view of the organization. Through these mechanisms, the organization is able to exercise a form of subtle internal selection and sorting of clients as it performs its service. In the public school, Carlson indicated that segregating of certain students protects teaching time by removing from the main stream the disruptive elements of certain unselected clients. And, giving preferential treatment to some students protects teaching time in the sense that it channels teaching time and professional attention to supply the most adequate service. The adaptive behaviors facilitate the fulfillment of the goals to which the school commits itself.

Organizational adaptation--goal displacement: Goal displacement is a process whereby the original or overriding goal is abandoned completely or partially and another goal substituted.

Hollingshead (1949) discussed an example of goal displacement when he found that when teachers counsel with parents of lower-class children, the emphasis tends to be on discipline problems; and when they counsel with parents of upper-class children the emphasis is on the pupil's work:

It is paradoxical that the teachers are so much interested in the work of the children in classes II and III when on the whole these students are the ones who receive the better grades. Lower class children, on the other hand, are given poorer grades, but the teachers consult the parents about discipline far more frequently than they do about the child's work (p. 179).

Client adaptation--receptive adaptation: The adaptation of those students for whom the mandatory service of the domesticated organization is not problematical for either the students or the school can be called receptive adaptation.

Client adaptation--side-payment adaptation: The client who selects side-payment adaptation sees the school as a place to get side-payments which are not usually available elsewhere. A student continues to attend school because of the many fringe benefits rather than because of the central purpose of the school. Some of the fringe benefits might be opportunities to engage in competitive team sports, contacts with the opposite sex, a place to pursue some special activity such as drama or radio repair. The relevance of this type of adaptation is that the student receives satisfaction from the school through the fringe benefits and remains in school where otherwise he might not.

Client adaptation--situational retirement: With this kind of adaptation, the student is physically present, but not mentally present. He goes to school because to do otherwise is to be shamed; but he takes no part in what is going on around him. He defines the school as a warm, quiet place where no one will bother him. This type of student causes the school no trouble. Attendance is good; so are citizenship and general deportment. On the behavioral side, he is a model student; on the academic side, much is to be desired. In the learning setting, this student occupies himself with inconspicuous activities. The client rejects what the school has to offer, but does not reject the school. Chances are that the student who uses situational retirement adaptation will not drop out of school.

Client adaptation--rebellious adjustment: The client who demonstrates rebellious adjustment is highly conspicuous. This student somewhat rejects both the school and what the school has to offer. This student constantly tests the limits of the situation to see the extent to which he can depart from that which is expected of a student. This adaptation is disruptive to and problematic for the school, and the chances of maintaining this form of adaptation over a long period of time are minimal. This type of adaptation is a way station short of dropping out of school. The perspective taken by the student is one of seeing the whole situation as a game of wits; and the object of the game is to see how much one can get away with.

Client adaptation--dropout adaptation: The client who utilizes this adaptive mechanism totally withdraws his presence and participation even though it is unlawful to do so or necessitates the invoking of special arrangements.

In summary, the public high school can be classified as a Type IV organization based on client selectivity whereby both the organization and the client adapt to adjust to the social system. The organization adapts as a means of dealing with unselected clients who threaten the adjustment of the organization in its process of goal attainment by the following types of behavior: segregation, goal displacement and preferential treatment. The client also adapts to adjust to the social system in one of the following ways: receptive adaptation, situation retirement, rebellious adjustment, side-payment adaptation, and dropout adaptation.

Looking specifically at the last type of client adaptation, dropout behavior, the thesis of this study is that the organizational and client

characteristics and adaptations in schools with high dropout rates would differ from the organizational and client characteristics and adaptations of schools with low dropout rates.

Further, to the extent that the administration is responsible for decision making which determines the organizational structure, another facet of this study is to identify and describe the organizational climate influenced by administrative decision making, encompassing the organizational characteristics and adaptive behaviors in schools with high dropout rates compared to the organizational climate in schools with low dropout rates.

The theoretical model for this study may be projected as indicated in Figure 2, indicating that dropout behavior is the function of interacting sets of student and organizational characteristics.

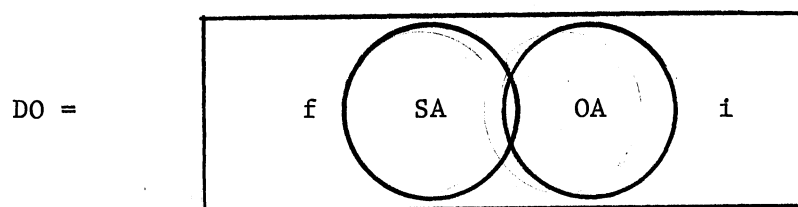


Figure 2. Dropout Model

For this study, the above figure was modified to reflect the fact that dropout behavior, at least in terms of rate, is not the same in schools with high dropout rates compared with schools with low dropout rates as illustrated in Figure 3. The balance of this study is an identification, description and comparison of organizational and student characteristics in schools with high and low dropout rates in the State of Oklahoma. The model for this study is as follows:

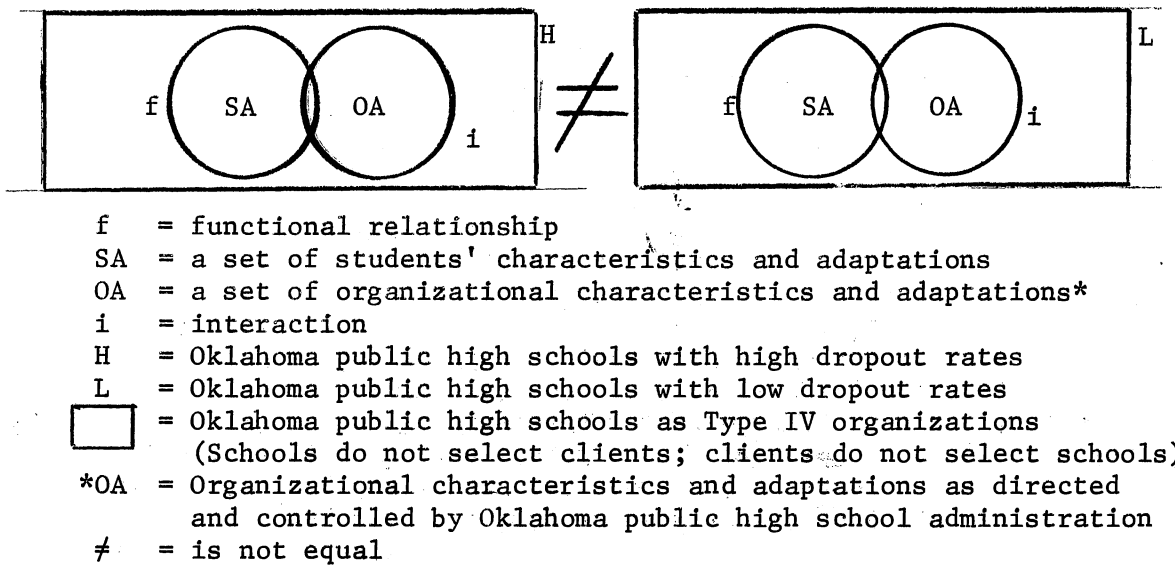


Figure 3. Modified Dropout Model

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this descriptive research study was to develop a theoretical model and to collect and organize data to describe public high school organizational characteristics and adaptations and student characteristics and adaptive behaviors in public high schools with high dropout rates compared with public high schools with low dropout rates in the State of Oklahoma, during the 1973-74 school year.

Identification of the Population

The schools with high dropout rates and the schools with low dropout rates were identified by obtaining the number of dropouts reported by each public high school in the State of Oklahoma from the Division of Research, Planning, and Evaluation of the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma. Total student enrollments for the school year 1973-74 were obtained from the Finance Division of the Oklahoma State Department of Education, Oklahoma City, Oklahoma. The dropout rates of the schools for which data were available were then calculated by dividing the number of reported dropouts by the total enrollments for the specified public high school.

After ranking the public high schools by dropout rates, the five public high schools with the highest dropout rates and the five with the lowest dropout rates were selected as the sample to be included in this

study. Permission to make the study was granted from the superintendent of each public high school, except the public high school with the highest dropout rate which was deleted from the study. The nine participating schools were informed that they would remain anonymous; therefore, letters were used to depict whether high (H) or low (L) with numbers to indicate relative ranks. Characteristics of the schools and surrounding communities participating in the study will be presented in Chapter IV which also includes demographic data.

Instrumentation

A questionnaire was designed to elicit causes of dropouts, recommendations for reduction of dropouts, and the existence of selected behaviors of students, teachers, counselors, administrators and the general organizational climate as perceived by students, teachers and administrators. Entitled, "Variables Related to Student Retention as Perceived by Students, Teachers, and Administrators," this instrument was compiled to include two open-ended questions to determine causes of dropout behavior and ideas for improving student retention. The balance of items were written to solicit opinions regarding the status of various student and school characteristics which were either related to the adaptations believed to exist by Carlson or those adaptations reported in the review of literature to be significantly related to dropout behavior. As the form was a type of opinionnaire, validity and reliability were not established.

Two instruments, "The Public High School Organization" and the "Dropout Observation-Interview Guide" were designed and used to increase the objectivity and consistency of the observations of the researcher

while collecting data on site in the form of personal observations in the classroom, a tour of each public high school facility, and during semi-structured interviews with the administrators, and informal discussions with the counselors and teachers.

All of the instruments were submitted to thirty graduate students in a research class and the committee members for this study for their review and modification.

Limited observations of the surrounding community were also made to identify particularly outstanding community variables which will be reported throughout the study. Informal conversations with community people were directed to solicit their perceptions of the dropout situation in their public high school.

Procedure for Data Collection

One-day personal on-site visits were made by the investigator to each of the participating schools for the purposes of observing, identifying, soliciting, recording, analyzing and reporting as many student and public high school organizational variables as possible in a modified case-method type descriptive report.

Personal semi-structured interviews were held with the administrators at each participating school, in addition to informal interactions with available counselors, teachers and students. The questionnaire, "Variables Related to Student Retention as Perceived by Students, Teachers and Administrators" was administered to all available administrators and teachers, and as nearly possible, a random selection of approximately fifty students at each of the participating schools selected by the local administrator. Tours of each school facility

and observations in a minimum of two classrooms at each public high school visited provided additional opportunities for observations.

Statistical Techniques

Numerical raw score totals and percentages were used to report the causes of dropouts and the recommendations for improving student retention as perceived by students, teachers and administrators of schools with high dropout rates and for the schools with low dropout rates. Other responses to the questionnaire regarding variables related to student retention were reported by raw score totals and percentages. Means, standard deviations and variances reflect the directions and strength of the responses of the students, teachers and administrators of the schools with high dropout rates compared to those with low dropout rates.

The significance of the difference between the responses of the students and teachers and the total group responses of the schools with high dropout rates and the schools with the low dropout rates was determined by the use of Chi-Square.

Limitations of the Study

Legal aspects: This study was limited by the difficulty in obtaining accurate and complete data regarding the numbers of dropouts in the State of Oklahoma. School administrators are now interpreting School Law of Oklahoma, Section 145-147 and House Bill No. 1541 differently, which results in variances in the accessible data base.

Some schools were reporting their dropouts once a month, some at the end of the semester, and 146 schools had not reported as of April, 1974, for the 1973-74 school year.

There were wide variations in interpretation of a dropout. Some administrators indicated that the number of loopholes and the lack of enforcement make the law relatively meaningless, and, therefore, their identification, reporting and action taken to deal with the dropout varied. Some administrators indicated they do not count discipline problem students as dropouts because they do not belong in school anyway. One administrator indicated that if students were above 12 years of age and limited in learning ability, no attempts were made to enforce attendance because there was little more the schools could do to help them anyway.

If students live in the community, but fail to register in the fall, they are not currently counted as dropouts.

A question in the researcher's mind was whether or not the data were accurate enough to rely on the fact that those classified as high or low were in fact appropriately classified. School personnel and students were asked to classify their own school as being either high or low--there were no conflicts between the classification from the data and the school's own perceptions about being a high or low dropout rate school. This method was used to validate whether or not schools in the study did, in fact, have either high or low dropout rates.

Time factor: This study was done by one-day on-site visits to each of the nine participating schools. The observations made during a one-day visit may have been biased by the researcher's anxiety to obtain as much information as possible in a short period of time and,

further, by situational variables which may have occurred on the day of the visit, but in fact are atypical of the particular school's environment.

Researcher's biases and subjectiveness: The research attempted to compensate for personal biases and subjectiveness by soliciting and reporting opinions and ideas from students, teachers, and administrators in the participating schools. Selectivity of examples to be included in the study was controlled by observing for specific variables and reporting in relationship to defined objectives. These attempts were made to increase the objectivity of example selection. However, in spite of these precautions, this type of study leaves room for personal biases and subjectiveness which needs to be acknowledged. The two forms in the appendix, "The Public High School Organization" and the "Dropout Observation-Interview Guide" were also used to assist the researcher in seeking the same information and for observing for the same variables in each of the participating schools.

Questionnaire: The mechanical make-up of the questionnaire presented some problems, inasmuch as there were many words on the questionnaire which the high school students did not understand, such as unconditionally, retention, and "Curve." This necessitated explanations of the terms on the instrument.

Sampling: All available teachers and administrators were requested to complete the questionnaire. Fifty students from each of the participating schools were requested to complete the questionnaire. The administrators were requested to select these fifty students randomly. The means of determining randomness varied from administrator to administrator, which may have resulted in unequal samples of students completing

the questionnaire. However, in visiting with each of these student groups, there appeared to be a variety of students used to complete the questionnaire in each of the participating schools, both in terms of grade level and ability level.

CHAPTER IV

ORGANIZATIONAL CHARACTERISTICS AND ADAPTATIONS

The findings related to public high school organizational characteristics and adaptations are presented in this chapter.

Demographic Data

Demographic data were obtained from the Finance Division, Oklahoma State Department of Education, the 1972-73 Annual Report of the Oklahoma State Department of Education and the Oklahoma Summary of County Population Data, Oklahoma Employment Security Commission, 1973.

The percentages of dropout reported for the low dropout rate schools were all less than one percent; the percentage range for high dropout schools was between ten and twenty-nine percent. This data supports the fact that student dropout behavior, in terms of dropout rates, was greater in schools with high dropout rates.

The lowest student enrollment school, as listed in Table II, was within the high dropout rate schools and the highest student enrollment was in the low dropout rate schools. However, the majority of both high and low dropout rate schools had school enrollments within the 100-250 range.

The lowest and the highest annual per student expenditures were within the high dropout rate schools. However, the majority of both

TABLE II

ORGANIZATIONAL CHARACTERISTICS AND SETTINGS OF SELECTED OKLAHOMA
PUBLIC HIGH SCHOOLS WITH HIGH AND LOW DROPOUT RATES, 1974

School	Per	Size of	Per	Per	Percent Distribution of				1969	1970	Change		1970
	Enrollment	School	Student	Capita	Population Race ³				Per Cap.	Region	10	10 Year	Median
Range ¹	Enrollment	Expend.	Revenue					Personal	Popula-	Year	Net	Ages	
Range ¹	Range ¹	Range ¹	(ADA) ²	White	Negro	Indian	Other	Income ³	tion ³	Pop. ³	County ³	County ³	
High Dropout Rate Schools:													
H1	25-29%	300-349	\$1,000+	\$300-349	87.7	10.0	2.0	0.3	\$3,471	527,717	20.1%	23,441	27.7
H2	15-19	200-249	600-649	150-199	72.2	0.0	27.4	0.4	1,194	15,141	15.5	681	29.7
H3	10-14	100-149	650-699	100-149	92.2	3.2	4.4	0.2	2,068	32,137	10.4	1,664	32.7
H4	10-14	100-149	700-749	100-149	85.5	13.0	1.8	0.2	3,257	12,901	12.0	-2,577	34.5
H5	10-14	50-100	550-599	50-99	92.2	0.0	27.4	0.4	1,194	15,141	15.5	681	29.7
Low Dropout Rate Schools													
L1	0-1%	850-899	750-799	300-349	88.2	8.9	2.7	0.2	3,794	399,962	15.6	12,401	28.3
L2	0-1	200-249	650-699	200-250	92.2	3.2	4.4	0.2	2,068	32,137	10.4	1,644	32.7
L3	0-1	200-249	600-650	200-250	78.4	15.2	6.1	0.3	2,439	35,358	4.3	-2,921	33.1
L4	0-1	150-199	550-599	150-199	92.8	1.1	5.9	0.2	1,885	28,425	37.9	6,297	29.8
L5	0-1	150-199	650-699	150-199	85.3	10.4	3.1	1.2	3,626	108,144	19.1	-4,268	22.7

¹Finance Division, Oklahoma State Department of Education, Office of Mr. Kermit Kiles

²1972-73 Annual Report of the Oklahoma State Department of Education

³Oklahoma Summary of County Population Data, Oklahoma Employment Security Commission, 1973

high and low dropout rate schools reflected annual per student expenditures within the range of \$550-750.

The per capita revenue basis for average daily attendance reimbursements tended to be slightly lower in the high dropout rate schools, with the lowest being less than \$100 per student. Two more of the high dropout rate schools reflected per capita revenue bases below \$150, while none of the low dropout rate schools had a per capita base of less than \$150.

The majority of students in all of the counties in which the schools were surveyed were white. However, two of the schools with high dropout rates and two of the schools with low dropout rates were located in counties with more than ten percent Negro population. Two of the high dropout rate schools were located in counties which reported more than twenty-five percent Indian populations, while the number of Indians living in the low dropout rate schools' counties ranged from two to six percent. County data were used as local data were not available.

There were two schools with high dropout rates and one school with low dropout rates in counties reporting a 1969 per capita personal income of less than \$2,000. There were two schools with low dropout rates and one with a high dropout rate reporting a 1969 per capita personal income of more than \$2,000 but less than \$3,000. There were two schools with high and low dropout rates located in counties with a 1969 per capita personal income of more than \$3,000 but less than \$4,000, as reflected in Table II.

Three of the schools with high dropout rates were located in counties with less than 16,000 population in 1970. One of the schools with a high dropout rate and three of the schools with low dropout rates were

located in counties with a 1970 population of more than 28,000 but less than 36,000. There were two schools with low dropout rates and one with a high dropout rate in counties with populations above 100,000.

The reported ten-year population change of the counties in which the high dropout schools were located ranged from ten to twenty percent, while the ten-year population change of the counties in which the low dropout rate schools were located ranged from four to thirty-eight percent.

Two of the schools with low dropout rates and one of the schools with a high dropout rate were located in counties with declining population growths, while one of the schools with high and one with low dropout rates were located in counties with ten-year population growths reported over 12,000.

The median ages found in the counties in which the high dropout rate schools were located ranged from 27.7-34.5 years. A lower median age range was found in the counties in which the low dropout rate schools were located with the range from 22.7-33.1 years.

The per capita revenue basis for average daily attendance reimbursements which were slightly lower in the high dropout rate schools and the higher Indian populations in two of the high dropout rate schools' counties appear to be variables for further consideration in relationship to dropout behavior. While they are mentioned further in this study, the sample was too small to have the data presented in Table II substantiate of any significant difference between the schools with high dropout rates and the schools with low dropout rates at this point. The sets of high and low dropout rate schools appeared to be fairly well-matched in terms of demographic data.

Qualitative Data

The findings reported in this section are a culmination of interviews and observations made during the one-day on-site visits to each of the nine participating high schools. The findings regarding high dropout rate schools will be followed by findings regarding low dropout rate schools.

High Dropout Rate Schools

Goal Displacement. The four schools with high dropout rates evidenced goal displacement by emphasis on discipline administratively applied, while the emphasis in the schools with low dropout rates tended to be assisting students toward the process of making responsible decisions. The administrators in schools with high dropout rates appeared to have less control over their own environment as the result of having more situations arise which demanded immediate disposition by the administrator. This was evidenced by interruptions of the administrators for the purpose of handling discipline situations as frequently as every ten or fifteen minutes.

The attitude of the administrators in schools with high dropout rates tended to be more punitive than an indication of efforts to teach students how to discipline themselves. After dealing with one discipline problem, the administrator returned to his chair and stated, "I can break them all down to where they cry." He said, "I keep them an hour or more in my office before paddling them to break them down."

While touring one of the high dropout rate schools, students were observed sitting in the hallway on a bench waiting to see the principal.

After being notified of the students' presence, the principal stuck his head out of the doorway, not reducing the physical distance of approximately twenty feet. In a rather firm voice, the principal queried, "What do you want?" Then, without waiting for a response from the students, the principal went on to ask why the students were not in class. When the boys asked their question, the reason for which they had come, the administrator rather impatiently informed the boys that the situation was being handled by administration and that the students had better get back to class. The students were given no indication of when their question would be answered or the direction of that answer. The students shuffled off with posture depicting dejection--slumped shoulders and heads down.

The recommendation by one of the administrators for a possible means of reducing dropout behavior was most exemplary of goal displacement: "Free the administrator to be an administrator, thereby giving time to improve the overall education situation, rather than spending time with problem children."

The administrators in the schools with high dropout rates had apparently not delegated the responsibilities of handling discipline situations as much as had the administrators in schools with low dropout rates judging from the amount of time they spent on discipline and other situational variables. For example, in one of the superintendent's offices, the intercom was noted while it was located in the principal's office or a main office in most other schools. This administrator revealed he was serving the roles of counselor, disciplinarian, coordinator of activities and other superintendency duties. The principal in this school was utilized mainly as a teacher.

Another administrator in a high dropout rate school stated that teachers are not prepared to deal with motivational or discipline problems. He stated current teachers do not care--all they want is their pay checks. He indicated that he believed his school needed to and is expected to effect attitudinal changes; however, he stated that this is not included or provided for in the legislated requirements. To establish the legitimacy of this statement and the possibility of goal displacement, a review of legislation revealed that Section 151, page 90 of the 1973 School Laws of Oklahoma provides for "courses of study which teach citizenship in the United States, in the State of Oklahoma, through the study...of the principles of democracy as they apply in the lives of citizens." Another part of this same section provides for "the teaching of such other aspects of human living and citizenship as will achieve the legitimate objectives and purposes of public education." Section 2 states, "The purpose of the Oklahoma School Code is to provide for a state system of public education and for the establishment, organization, operation and support of such state system" and Section 3 states that the act is to be liberally construed.

Another form of goal displacement observed related to adapting the organization to meet the needs of individual students, a legitimate goal by the definition of educational goals in a democratic society by Hamblin. Students seemed to receive less recognition as individuals with individual needs.

While waiting in one of the principal's offices, a young girl came into the office asking to get a work permit, stating she was not attending school anywhere. She was not counted as a dropout because she had never registered. While waiting for the superintendent to return, the

young lady said that her goal was to be a dental assistant and she was receptive to participating in a cooperative-type educational program if such were available. The superintendent came in and asked the girl her name and her reason for being in the office. After hearing her reply, the school administrator stated he was interested in her being in school full-time or out full-time--none of this one-half time thing. The young lady left unassisted.

In one of the schools with a high dropout rate and a high poverty rate, the administrator refused to participate in work-study programs which would provide a job for students while they were in school because he felt they were not effective and that they encouraged second-rate performance. Further, he stated he felt work-study programs discriminate against the student who is working and making it on his own.

At this same school, which was much in need of physical plant repair, the superintendent voiced his feelings that the "Americans are allowing the Bald Eagle to claw them to death" through all of our financial assistance programs, and then gave examples of his disapproval and methods of discouraging. While manpower funds were available for the needed repairs, the administrator stated he would not use them because he would have to hire local school dropouts, which he believed would be encouraging the young who are in school to have short-term perspectives and to drop out of school so they could earn money for cars, clothes and social functions.

A form of goal displacement related to organizational structure was revealed while visiting in a study hall where the teacher on duty confided that the administrator dictates no talking in study hall.

However, the teacher was blatantly allowing talking. He said he was hoping that if a poor job was observed, the administrator would quit assigning him to study hall. The teacher stated, "It's rather insulting to go to school five years to babysit." Some students at this school allegedly sign up for three study halls a day. The observed environment was not conducive to study, as the restless, bored appearing interaction of students distracted from the typical library calm.

At the schools with high dropout rates, the students were not treated with the same individual attention and respect which was observed at the schools with low dropout rates as evidenced by situations like when the principal and researcher were conversing in the hallway and a student approached, the principal moved his body slightly away from the student but made no recognition of his obvious presence. Our informal conversation proceeded with no acknowledgement of the student who was waiting politely, within three feet of the administrator, for his recognition and an opportunity to speak. After several minutes the student looked resigned and walked away--unrecognized and unheard.

Another form of goal displacement in our democratic country was evidenced by one of the superintendents at a high dropout rate school who stated he sees a dictatorship from the federal level and that if schools do not go to a dictatorship, every school will be in trouble. This was one of the superintendents who was referred to earlier as delegating fewer responsibilities than some other administrators and also emphasizing discipline and rigid controls of the school environment.

A further form of goal displacement was the negativism verbalized and observed from the administrators of the schools with high dropout rates. The administrator referred to in the above paragraph indicated

he was almost ashamed of our educational system which he felt our country may have to discard and redo from scratch. He listed the following causes of dropout behavior in response to the questionnaire:

Government makes it easy and comfortable to be a dropout.

Education has produced a society that makes it easy to "survive" as an uneducated person; consequently, a dwindling respect for education exists.

Parents are on relief (42 percent) and thereby discourage education.

The administrators of the schools with high dropout rates were verbally less supportive of their teachers, their students and their community than were the administrators of the schools with low dropout rates.

Preferential Treatment. By definition, preferential treatment refers to all students not being treated the same within the public high school environment. The best example of preferential treatment was related to the pregnancy situation as a cause of dropout behavior in the State of Oklahoma. Direct questioning of the administrators, teachers, counselors and students in the schools included in this study revealed the fact that the majority of schools with low dropout rates were making sex education, including facts about contraceptive devices, available to all students through a variety of avenues. However, sex education in the schools with high dropout rates was virtually nonexistent with the rationale given that the administrators were fearful of the conservative type community repercussions and were not willing to cross this barrier. Not all of the students in the public schools in the State of Oklahoma are being given the same opportunity to avoid pregnancy by virtue of the knowledge afforded to them through the public high school environments. This would exemplify preferential treatment of students between high and low dropout rate schools.

The schools with high dropout rates were providing less in the way of side-payment provisions--extra-curricular activities. One of the schools with high dropout rates would not even allow the students back on the school grounds in the evenings or week-ends. School clubs were limited to one hour per month and involvement through active student governments was minimal or non-existent.

The administrators in the schools with high dropout rates were not providing the same amount of supportive services available through referrals to other agencies. One example was of a 14-year-old boy in the seventh grade who was alleged to have shot and killed his father in a quarrel a week before. This youth had previously told his kindergarten and fifth grade teachers of his desire to kill his father. The boy had been referred to a guidance center, but their tests did not reflect what the school behavior revealed. Referral for psychiatric examination was not made, according to the administrator, because, to his knowledge, none in this community had ever received psychiatric care.

Another boy, in the same school as above, in the seventh grade had made the same remarks of wanting to see his father dead. The superintendent had called this to the boy's father's attention and the father stated the child only likes to talk. The superintendent stated there is little the school can do...and that as a nation he felt America had grown complacent.

One administrator stated that students in our public high schools are taught to come in and sit during the school year, to pay attention, do what they can, and if they do, they will pass. Although by the grade book, students are making failing grades, if they play the game,

they will receive a passing grade. He stated the students who sit in class but who can not and do not do the assignments have chips on their shoulders. If some schools within the State of Oklahoma are providing opportunities for all students to develop their own capabilities, this type of situation would not seem to be equivalent with one which was adapted to individual choices of curriculum and to success for individual students.

In the schools with high dropout rates, there was less demonstration of creativity and enthusiasm displayed by the teachers, creating an educational environment not equal to that found in most of the schools with lower dropout rates. One example was found in observing a young male teacher who was a first-year instructor and confessed that for several weeks now he had allowed students to come into reading class and work at independent reading stations while he sits at his desk in front of the room and either reads novels for his own enjoyment or does his paper work at the front of the room, not attempting to work with the students. He stated that he had become discouraged because of the atmosphere in the school. He stated that the administration has reprimanded the teachers in front of the students on several occasions and that they just did not care any more. His current goal was just to put in his time. The students in this school are not being afforded the same educational opportunities to be found in other classrooms and schools throughout the State of Oklahoma.

One of the administrators of a high dropout rate school stated that he felt it was the school's responsibility to make school interesting, but stated that the teachers do not care. He gave as an example that the teachers come into faculty meetings and just sit--they do not

participate any more than required and fail to demonstrate initiative or enthusiasm. The organizational climate results in preferential treatment to students in these schools. Students in the high dropout rate schools were not treated like the students in low dropout rate schools. One example worth citing was observed in a classroom where the teacher wrote the assignment on the board, "Read the poem on page 672, then do the assignment under 'For Composition.'" The teacher never smiled and there was no verbal motivational or introductory session to relate the assignment to the students' desires or interests. The students walked into the room, sat down in arm-desk chairs which were traditionally placed in rows, looked at the assignment, took out papers and their books. Some of the students began the assignment; others arranged their materials and sat with little pretense of involvement with the assignment. There was no discussion of the poem and organizational questions directed to the teacher by raised arms, were asked from the student's desk and were answered very matter-of-factly, while the teacher remained seated at the front of the room behind a stack of books and papers. Bells appeared to be the major control of behavior. Attendance was taken. The situation appeared to reflect a truce between the students and the teacher that allowed both of them to tolerate each other's existence for the period of time during which they were assigned to each other. When the bell rang and the students left the room, the researcher went up to talk with the teacher. Apathetically, she responded that she used to want to be a good teacher, but that she just does the minimum now--which apparently is providing a written-type assignment and maintaining discipline in the classroom. Enthusiasm, flexibility and friendliness did not seem to be considered

minimal behaviors for continued employment. The students in this school did not appear to have the same educational opportunities found in the schools with low dropout rates.

Segregation. Segregation refers to the organizational behavior which places students in special programs or places them in order to remove them from the mainstream where their adaptation was less than complete.

The most frequently observed type of segregation appeared to be in the use of vocational education in the schools with high dropout rates for meeting the needs of slower learners. This would also be a form of preferential treatment because other students were not allowed to take some of these vocational courses and students did not select the vocational education program in some of the schools--they were assigned by the school. Once they were placed in the vocational education programs, they were removed from the traditional high school classes and placed in special reading, math and language courses for slower learners.

The study hall referred to earlier where students were taking as many as three study halls a day seems to be a means of dealing with the student rather than providing a program to develop the student.

Organizational Climate. The total organizational climate of the schools with high dropout rates was different from the organizational climate of the schools with low dropout rates.

In one of the schools with high dropout rates, the teachers voiced the following factors as being most detrimental to improving the school:

Teachers are judged by having silent classrooms and by "not rocking the boat."

Basic salaries are the state minimum; the community does not value education and will not pay over the minimum.

Inbred teachers do not want to change anything. Five teachers were reported willing to explore new avenues; thirty were alleged to be totally apathetic.

While eating at a local restaurant, a local realtor who had served on the school board stated that the problem with the school was mainly teachers who do not care--who just wait for their paychecks.

While observing in one high dropout rate school, the home economics teacher demonstrated creativity and positivism as the female students who were participating in preparation for a banquet for the girls seemed to be involved and satisfied. In the same room there were five boys seated at a table who did not appear to have any activity other than sitting in the chairs. The researcher asked the teacher for permission to go sit with the boys. The teacher looked questioningly, but agreed. As the research walked over and sat down with the boys, they appeared amazed and defensive. Their first remarks were challenging and potentially offensive. Ignoring these remarks and explaining my purpose in being in the school, four of the five boys gradually and very strongly changed their positions. One continued in immature, non-conforming behavior, but in an apathetic, not in a rebellious manner--almost as if this were the only behavior he knew. The four boys stated their goals in life which were related to the world of work--heavy equipment operator, auto mechanics and factory or industrial work. The boys stated they would be required to sit through four years of English, but they did not like it and felt they did not need it. They stated they would be thrilled with vocational education in their area of

interest. After about twenty minutes, the boys stated this had been the first time in their school experiences that anyone had ever asked their opinion or tried to communicate with them. They asked if the researcher would come work at their school--that it surely would be nice to have someone with whom they could communicate. The students indicated that the school council existed in name only and has no voice in school policies, even such policies as hair code.

The most significant observation of the organizational climate in the schools with high dropout rates was the lack of communication and action toward the improvement of the educational system which would involve students, teachers, and the community. The administrators seem to be the main decision makers and yet the administrators did not appear to be cognizant of their responsibilities related to the dropout situation. In response to the question, "What are your ideas about the dropout situation?", one administrator of a school with a high dropout rate indicated that because they have so many, he really had not thought about it...he would think about it.

Low Dropout Rate Schools

Goal Displacement. The main emphasis of the schools with low dropout rates appeared to be success for every student and an organization which demonstrates that the school really cares about students as individuals--this would appear to the researcher to be a form of goal realization in contrast to goal displacement.

One of the superintendents indicated that their school tries to recognize as many individual students as possible through as many avenues as possible. The superintendent supports and encourages

activities and stated that he has no problems with grades or attendance of students who are actively involved and receiving recognition.

While observing in the Family Planning class, the students were observed exchanging ideas with the teacher in an interested manner which reflected mutual respect. One student wrote out a pass for himself and handed it to the teacher for a nod of approval, at which time he said, "I just thought it might save you a minute." The teacher grinned and sent him on his way.

In the hallways and offices, the administrators of the schools with low dropout rates were observed calling students by their names, joking with students, and answering their questions with demonstrated respect for the students. Two-way communications between the students, teachers and administrators appeared to be a key factor in their goal realization.

Preferential Treatment. Preferential treatment was not observed within the low dropout rate schools, but between the high and low dropout rate schools. Students in the low dropout rate schools appeared to have some distinct advantages.

As stated earlier, the philosophy of success for every student was voiced and demonstrated by the majority of the low dropout rate schools, as were increased activities (side-payments) and open, positive communications. In addition, flexibility of curriculum choices and decision making which involved students, teachers and the community appeared to give a distinct advantage to the students in the low dropout rate schools in educational opportunities.

A major advantage was the increased opportunity for vocational education programs with choices being made by the students in cooperation

with counseling services. Two counselors in one of the low dropout rate schools stated that some of the students in vocations, like automotive, would drop out if it were not for the hands-on experiences, because many students do not like and do not have strong capabilities in the traditional, academic courses.

While visiting in the cooperative vocational education class at one of the schools, the teacher indicated that most of her students would have been dropouts if her type of program were not available. The teacher indicated that boys become disenchanted with high school more quickly than girls, who more often use social interests to keep them going. If boys find interests in junior high school--sports or band--they are usually all right. However, if boys do not find a special interest by their sophomore year, their grades drop, they give up and they really do not want to stay in school any more. This teacher felt most schools put too much money into athletics and not enough into programs. She felt all public high schools desperately need more vocational programs like auto mechanics and small engine repair. In this classroom, the researcher was impressed with the variety and the general atmosphere--a full-length mirror which several of the students utilized informally on their way in or out, a magazine rack with a wide variety of magazines from vocational, technical and career magazines to Newsweek to Field and Stream. On the blackboard, current job openings were listed,

Court House Concession Stand
2-6 M-F \$2.50/hr.

Aero Parts Machinist Trainee
10 hrs./day \$2.25 hr.

Phone Work After School
 till 7:00 p.m. Some Saturday.
 No Sunday. \$1.60 plus bonus.

This teacher confessed she had become a private employment agency, without pay, but these jobs allowed many students to continue in school. On the calendar, the State Career Day, an Outstanding Club Contest Entry, a State Contest and a Tree Planting Party were representative of much activity. The students were greeted informally and friendly. The students, upon handing in a test, were provided immediate feedback on the results as the instructor graded them immediately and discussed the results with the students. In this same room, there were State curriculum texts, reference books, income tax forms, candy sales charts, flags, posters and a Snoopy "Happiness Is" poster left over from a recent banquet. Perhaps representative of the environment was a poster which read,

In the midst of winter,
 I finally learned that there was in me
 an invincible summer.

Albert Camus

There was no comparability between the educational environment offered in this and similar other classrooms in the schools with low dropout rates and the rigid, non-personalized, non-communicative educational environment observed in the schools with high dropout rates. The students in the schools with low dropout rates are receiving preferential treatment in the State of Oklahoma over those in schools with high dropout rates as observed by this researcher.

Segregation. The students in low dropout rate schools were afforded access to all offered educational programs. Students were not observed or reported to have been placed in special programs based on discipline, ability, or any other segregating basis.

Organizational Climate. The school administrators in the schools with low dropout rates demonstrated and were reported as taking the initiative to involve and work with the students, teachers and community in providing leadership and expressing school needs toward the end that multiple activities were provided and the overall goal was recognition and development of as many individual students as possible.

The strong joint community and school involvement contributed toward community support and direction of school activities. In one of the schools with a low dropout rate, the superintendent indicated he promotes his being invited as a frequent guest speaker at local meetings of groups like the Chamber of Commerce, Kiwanis and Lions Club. As a result, he reported that the community sponsors activities at the school which would not otherwise be possible. The local clubs donated money for the students to attend the National Science Fair. The Lions Club promoted and ran booths at the Carnival. The community bid on stock for the FFA Fat Stock Show; the two banks, a merchant, a hardware dealer and a car dealer purchased calves. Business representatives come by and visit with classes to discuss occupational roles. Rules and regulations for the school are defined and approved jointly by parents, students and faculty, with strong participation by the student council.

The school curriculum in the schools with low dropout rates reflected more flexibility and greater offerings. In one of the schools with a low dropout rate, the school curriculum was set up with small segments of courses called blocks. By allowing student selection of the blocks, students are provided more flexibility and opportunity to

succeed in small increments and also to develop as individuals rather than attempting to force the students into the more general academic molds.

The side-payment opportunities were high in most of the schools with low dropout rates. Long lists of activities were available in most of the schools with low dropout rates.

Another significant factor in the low dropout rate schools' organizational climate was the positivism of the administrators and teachers who appeared open to communications and willing to discuss their strengths and weaknesses.

Qualitative Summary

In summary of the qualitative findings, differences were found in the organizational environment of schools with high dropout rates and schools with low dropout rates. In schools with high dropout rates, but not in schools with low dropout rates, there was high goal displacement and low goal realization. Preferential treatment of students was found between the schools with high and low dropout rates. High segregation of students was found in high, but not low dropout schools. Negativism of school administrators was observed along with an organizational climate which demonstrated low adaptability and provided students with few side payments in the high, but not in the low, dropout rate schools.

Quantitative Data

The quantitative results of the questionnaire administered to the students, teachers and administrators of the nine participating schools,

entitled, "Variables Related to Student Retention as Perceived by Students, Teachers and Administrators," which deal with the public school as an organization are included in this section.

Organizational Causes of Dropout Behavior

The first question on the form asked, "What are three of the main causes of dropouts from your school?" The consensus was that the organizational variables were not the major cause of dropout behavior in the schools surveyed. Approximately one third of the students' responses, one tenth or less of the teachers' responses and less than one twentieth of the administrators' responses for causes of dropout were organizationally related variables, as reflected in Table III.

TABLE III
PERCENT OF CAUSES OF DROPOUT BEHAVIOR
INVOLVING ORGANIZATIONAL VARIABLES

Organizational Characteristics or Adaptations	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Students	Teachers	Admin.	Students	Teachers	Admin.
Administration and Organization	13.45%	3.81%	0%	17.11%	2.38%	0
Teachers	11.64	.95	4.76	11.07	2.86	0
Instruction	0	0	0	.17	1.90	0
Curriculum	.55	2.86	0	2.52	2.86	0
Counseling	.18	0	0	0	.48	0
Segregation	0	0	0	0	0	0
Side-Payment	.91	0	0	1.68	0	0
Total Organizational Causes of Dropouts	26.73%	7.62%	4.76%	32.55%	10.48%	0%

For those organizational variables which were listed as related to causes of dropout, the administration and organization were given the greatest emphasis, with teachers the second. The quality of instruction, curriculum, counseling, segregation and side-payment adaptations were either not or infrequently named as the main causes of dropout behavior.

Organizational Change Recommendations for Reducing Attrition

While the cause of dropout behavior was not linked strongly with the school as an organization, the recommendations given in response to the last question on the questionnaire asking for recommendations for reducing dropout behavior were largely related to organizational variables. Table IV shows that 78 percent of the recommendations by teachers of high dropout rate schools and 91 percent of the recommendations made by teachers of schools with low dropout rates named organizational variables. Over 55 percent of the responses of administrators of schools with high dropout rates and over 82 percent of the responses of administrators of schools with low dropout rates listed organizationally related recommendations for improving retention.

Further, the priorities seemed to be the public high school administration and organization as the main variable to reduce attrition with teachers and curriculum following in this order. Instruction, counseling, segregation and side-payments were either not listed or listed infrequently.

The balance of the quantitative data are responses to the statements regarding the school, to which respondents were asked to check on a scale of one, meaning strongly disagree, to seven, meaning strongly agree.

TABLE IV
PERCENT OF RECOMMENDATIONS FOR REDUCING DROPOUT
BEHAVIOR INVOLVING ORGANIZATIONAL VARIABLES

Organizational Characteristics or Adaptations	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Students	Teachers	Admin.	Students	Teachers	Admin.
Administration and Organization	36.04%	24.59%	5.55%	42.22%	25.37%	30.44%
Teachers	20.79	8.20	5.55	26.06	12.67	4.35
Instruction	6.34	8.20	11.11	2.02	5.22	4.35
Curriculum	16.24	19.67	22.22	15.55	31.34	30.44
Counseling	1.78	6.56	5.56	2.83	9.70	13.04
Segregation	.20	6.56	0	.61	2.99	0
Side-Payment	16.63	4.91	5.56	8.69	3.74	0
Total Organization Recommendations for Reducing Dropouts	98.02%	78.69%	55.55%	97.98%	91.05%	82.61%

Respondent Ratings to Questionnaire Items

Dropout Prevention System. Students, teachers and administrators of schools with high dropout rates and schools with low dropout rates were asked to indicate if their schools have an effective dropout prevention system. Table V portrays the consensus of both groups that their schools do not have an effective prevention system, with a total mean response of 2.48 from schools with high dropout rates and a mean of 2.57 from schools with low dropout rates.

There was agreement between the students, teachers and administrators of schools with high dropout rates that their schools do not have an effective dropout prevention system. The students of schools with low dropout rates responded in disagreement with the statement

with a mean of 2.31, while the teachers were less strong in their disagreement (3.00). As shown in Table V, the administrators of low dropout schools took an opposing positive stand in support of the fact that their schools do have an effective dropout prevention system, with a mean of 5.25.

TABLE V
RESPONSES TO THE STATEMENT, "OUR SCHOOL HAS
AN EFFECTIVE DROPOUT PREVENTION SYSTEM."

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	2.43	1.82	3.30	2.31	1.66	2.74
Teachers	2.79	1.63	2.65	3.00	1.87	3.50
Administrators	2.57	1.13	1.29	5.25	1.39	1.93
Total Responses	2.48			2.57		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

Seventy percent of the students from schools with high dropout rates and schools with low dropout rates indicated that their schools do not have an effective dropout prevention system, as reflected in Table VI. Responses 1, 2, and 3 were grouped as disagree, 4 was regarded as neutral, and responses 5, 6, and 7 were grouped as agree.

TABLE VI
STUDENTS' REACTIONS TO THE STATEMENT, "OUR SCHOOL
HAS AN EFFECTIVE DROPOUT PREVENTION SYSTEM"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	143	71	150	70	293	71
Neutral	33	16	45	21	78	19
Agree	25	13	18	9	43	10
Totals	201	100	213	100	414	100

There was no significant difference, in fact there was considerable agreement, between the responses of teachers from schools with high dropout rates and schools with low dropout rates. Table VII reports that approximately sixty percent of both groups disagreed that their schools have an effective dropout prevention system. There was less disagreement with the statement by the teachers than there was by the students of both groups.

The majority of the administrators (62.5 percent) of schools with high dropout rates disagreed that their schools have an effective dropout prevention system and the majority of the administrators (75 percent) of the schools with low dropout rates agreed with the statement, as reflected in Table VIII.

TABLE VII

TEACHERS' REACTIONS TO THE STATEMENT, "OUR SCHOOL
HAS AN EFFECTIVE DROPOUT PREVENTION SYSTEM"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	21	62	44	59	65	60
Neutral	8	23	14	19	22	20
Agree	5	15	17	22	22	20
Totals	34	100	75	100	109	100

Total chi square = 1.05, with 2 df, prob. > chi square = 0.60

TABLE VIII

ADMINISTRATORS' REACTIONS TO THE STATEMENT, "OUR SCHOOL
HAS AN EFFECTIVE DROPOUT PREVENTION SYSTEM"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	5	62.5	1	12.5	6	37.5
Neutral	3	37.5	1	12.5	4	25
Agree	0	0	6	75	6	37.5
Totals	8	100	8	100	16	100

Organizational Climate - Student Communications. Students, teachers and administrators were asked to respond to whether their school climate encourages students to voice their opinions. The total mean response of the schools with high dropout rates was 3.87; the total mean response of the schools with low dropout rates was 3.64 as reported in Table IX. Both total groups tended to indicate that their schools do not encourage students to voice their opinions; however, the teachers and administrators of both schools with high and low dropout rates responded in agreement with the statement. In contrast, the students from both the schools with high and low dropout rates responded in disagreement, indicating they did not feel that their school climate encourages students to voice their opinions.

TABLE IX
RESPONSES TO THE STATEMENT, "OUR SCHOOL
CLIMATE ENCOURAGES STUDENTS TO VOICE
THEIR OPINIONS"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	3.72	2.06	4.23	3.31	2.08	4.33
Teachers	4.68	1.85	3.44	4.45	1.82	3.31
Administrators	4.29	1.60	2.57	4.75	0.89	0.79
Total Responses	3.87			3.64		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

An average of 51 percent of the students from both schools with high and low dropout rates indicated that their school climate does not encourage students to voice their opinions. As shown in Table X there was not a significant difference between the responses of the students from schools with high dropout rates and schools with low dropout rates.

TABLE X
STUDENTS' REACTIONS TO THE STATEMENT, "OUR SCHOOL
CLIMATE ENCOURAGES STUDENTS TO VOICE
THEIR OPINIONS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	96	48	114	54	210	51
Neutral	25	12	35	16	60	14
Agree	80	40	64	30	144	35
Totals	201	100	213	100	414	100

Total chi square - 4.64, with 2 df., prob. > chi square = 0.10

The majority of the teachers from both schools with high dropout rates and schools with low dropout rates perceived their school climate differently than did the students, indicating they did feel that their

school climate encourages students to voice their own opinions. Table XI reflects that 65 percent of the teachers from schools with high dropout rates agreed that their school climate encourages students to voice their opinions, as did 56 percent of the teachers from low dropout rate schools.

TABLE XI
TEACHERS' REACTIONS TO THE STATEMENT, "OUR SCHOOL
CLIMATE ENCOURAGES STUDENTS TO VOICE
THEIR OPINIONS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	9	26	22	29	31	28
Neutral	3	9	11	15	14	13
Agree	22	65	42	56	64	59
Totals	34	100	75	100	109	100

Total chi square = 0.99, with 2 df., prob. > chi square = 0.62

There was little difference in the responses of administrators from schools with high dropout rates and schools with low dropout rates as to whether their school climate encourages students to voice their opinions. As reported in Table XII, 50 percent of both groups of administrators

indicated they felt that their school climate does encourage students to voice their opinions. Fifty percent of the administrators from schools with low dropout remained neutral, as did 37.5 percent of the administrators from schools with high dropout rates. None of the administrators of the schools with low dropout rates disagreed with this statement; 12.5 percent of the administrators of schools with high dropout rates indicated their school climate does not encourage students to voice their opinions.

TABLE XII
ADMINISTRATORS' REACTIONS TO THE STATEMENT, "OUR
SCHOOL CLIMATE ENCOURAGES STUDENTS
TO VOICE THEIR OPINIONS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	1	12.5	0	0	1	6
Neutral	3	37.5	4	50	7	44
Agree	4	50	4	50	8	50
Totals	8	100	8	100	16	100

Organizational Climate - Student Involvement. Students, teachers and administrators were asked if students at their school help plan

their program of study. The schools with low dropout rates responded in slight disagreement with a total mean response of 3.73. The schools with high dropout rates responded neutrally with a mean response of 4.04 as portrayed in Table XIII.

TABLE XIII
RESPONSES TO THE STATEMENT, "STUDENTS HELP
PLAN THEIR PROGRAM OF STUDY"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.12	2.25	5.06	3.69	2.29	5.23
Teachers	3.74	2.18	4.75	3.75	1.95	3.81
Administrators	3.25	2.12	4.50	4.50	1.93	3.71
Total Responses	4.04			3.73		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The administrators of the schools with high dropout rates and the students of the schools with low dropout rates responded in the greatest disagreement that students at their school do not help plan their program of study.

There was no consensus between the students of schools with high dropout rates and schools with low dropout rates, nor was there a

consensus within these groups. As reported in Table XIV, an average of 44 percent of the total student respondents disagreed with the statement; 10 percent remained neutral and 46 percent agreed with the statement. This data would indicate that a group of students from both the schools with high and low dropout rates, as well as a group of students within each of these school groupings, feel they do help plan their programs, while another group feel they do not help plan their programs of study.

TABLE XIV
STUDENTS' REACTIONS TO THE STATEMENT, "STUDENTS
HELP PLAN THEIR PROGRAM OF STUDY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	81	40	102	48	183	44
Neutral	19	10	22	10	41	10
Agree	101	50	89	42	190	46
Totals	201	100	213	100	414	100

Total chi square = 3.04, with 2 df., prob. > chi square = 0.22

The teachers responded quite similarly to the students as to whether students help plan their program of study, with an average of

48 percent of all teachers disagreeing, 6 percent remaining neutral and 46 percent of all teachers agreeing, as illustrated in Table XV. There were similar responses within the teacher respondents of schools with both high and low dropout rates. There was a lack of consensus in one direction.

TABLE XV
TEACHERS' REACTIONS TO THE STATEMENT, "STUDENTS
HELP PLAN THEIR PROGRAM OF STUDY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	16	47	36	48	52	48
Neutral	4	12	3	4	7	6
Agree	14	41	36	48	50	46
Totals	34	100	75	100	109	100

Total chi square = 2.44, with 2 df., prob. $>$ chi square = 0.30

The administrators did not respond in a similar fashion to either the teachers or the students regarding whether the students in their school help plan their program of study. As depicted in Table XVI, the largest number of administrators from schools with high dropout rates, 62.5 percent, disagreed with the statement, indicating they felt

students in their schools do not help plan their program of study. The largest number of administrators from low dropout rate schools, 62.5 percent, remained neutral. None of the administrators from schools with high or low dropout rates indicated that students help plan their program of study.

TABLE XVI

ADMINISTRATORS' REACTIONS TO THE STATEMENT, "STUDENTS
HELP PLAN THEIR PROGRAM OF STUDY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	5	62.5	3	37.5	8	50
Neutral	3	37.5	5	62.5	8	50
Agree	0	0	0	0	0	0
Totals	8	100	8	100	16	100

Organizational Climate - Stimulates Creativity. Educators verbalize providing an educational environment which stimulates and challenges students. The students, teachers and administrators were asked to respond to whether their school performs this function.

The general consensus of all combined responses was that schools do not tend to stimulate and challenge students to creativity. The

total mean response of schools with high dropout rates was 3.40 and the total mean response of schools with low dropout rates was 3.49, as shown in Table XVII.

TABLE XVII
RESPONSES TO THE STATEMENT, "OUR SCHOOL
STIMULATES AND CHALLENGES STUDENTS
TO CREATIVITY"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	3.35	1.80	3.23	3.21	1.82	3.31
Teachers	3.63	0.92	0.84	5.63	0.52	0.27
Administrators	3.62	1.84	3.39	4.05	1.71	2.92
Total Responses	3.40			3.49		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The students, teacher and administrators of schools with high dropout rates tended to concur that their schools do not stimulate and challenge students to creativity. The students of schools with low dropout rates tended to respond negatively while the teachers and administrators of schools with low dropout rates tended to perceive their schools as challenging students to creativity.

There tended to be consensus among the majority of students of both high and low dropout rate schools that their schools do not stimulate and challenge students to creativity, as portrayed in Table XVIII.

TABLE XVIII
STUDENTS' REACTIONS TO THE STATEMENT, "OUR
SCHOOL STIMULATES AND CHALLENGES
STUDENTS TO CREATIVITY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	109	54	123	58	232	56
Neutral	38	19	39	18	77	19
Agree	54	27	51	24	105	25
Totals	201	100	213	100	414	100

Total chi square = 0.60, with 2 df., prob. $>$ chi square = 0.75

There was not a significant difference found between the responses of the teachers of schools with high dropout rates and the schools of low dropout rates. However, as shown in Table XIX, the teachers of schools with low dropout rates tended to respond in greater agreement (51 percent) than did the teachers of schools with high dropout rates

(35 percent) that their schools do stimulate and challenge students to creativity.

TABLE XIX
TEACHERS' REACTIONS TO THE STATEMENT, "OUR
SCHOOL STIMULATES AND CHALLENGES
STUDENTS TO CREATIVITY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	16	47	27	36	43	39
Neutral	6	18	10	13	16	15
Agree	12	35	38	51	50	46
Totals	34	100	75	100	109	100

Total chi square = 2.23, with 2df., prob. > chi square = 0.33

Administrators of schools with low dropout rates were more positive, as reported in Table XX, with 100 percent agreement with the statement, than were the administrators of schools with high dropout rates who responded with 50 percent neutrality, 37.5 percent disagreement and 12.5 percent agreement. The administrators with low dropout rates took the strongest stand in support of their school stimulating and challenging students to creativity than did any other group queried.

TABLE XX
 ADMINISTRATORS' REACTIONS TO THE STATEMENT, "OUR
 SCHOOL STIMULATES AND CHALLENGES
 STUDENTS TO CREATIVITY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	3	37.5	0	0	3	18.75
Neutral	4	50	0	0	4	25
Agree	1	12.5	8	100	9	56.25
Total Responses	8	100	8	100	16	100

Organizational Climate - Individuality of Progress Assessment. Students, teachers and administrators were queried as to whether students in their school are graded on a "curve" or on a basis where they are compared with other students.

The total mean response of schools with high dropout rates, reported in Table XXI, was 4.40 compared to a total mean response of 4.03 in schools with low dropout rates. There was relative consensus among the students, teachers and administrators of schools with high dropout rates. The students from the schools of low dropout rates responded with slight disagreement to the statement, although the teachers and administrators responded with slight agreement.

TABLE XXI
 RESPONSES TO THE STATEMENT, "STUDENTS
 ARE GRADED ON A 'CURVE', COMPARED
 WITH OTHER STUDENTS"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.40	1.93	3.74	3.90	1.98	3.91
Teachers	4.38	2.13	4.55	4.36	1.84	3.37
Administrators	4.50	1.85	3.43	4.38	2.00	3.98
Total Responses	4.40			4.03		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The difference between the responses of students from schools with high dropout rates and schools with low dropout rates was not significant at the .05 level of probability. Fifty-two percent of the students with high dropout rates indicated that they are graded on a curve, while forty percent of the students from low dropout rate schools indicated they are graded on a curve, as shown in Table XXII. Conversely, twenty-nine percent of the students from schools with high dropout rates indicated they are not graded on a curve, as did thirty-seven percent of the students from schools with low dropout rates.

TABLE XXII
STUDENTS' REACTIONS TO THE STATEMENT, "STUDENTS
ARE GRADED ON A 'CURVE', COMPARED
WITH OTHER STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	59	29	79	37	138	33
Neutral	38	19	48	23	86	21
Agree	104	52	86	40	190	46
Totals	201	100	213	100	414	100

Total chi square = 5.42, with 2 df., prob. chi square = 0.06

There was not a significant difference between the responses of teachers from schools with high dropout rates from those of schools with low dropout rates regarding grading students on a curve. Nor was there consensus among the teachers within either schools with high dropout rates or low dropout rates. As illustrated in Table XXIII, forty-seven percent of the teachers in schools with high dropout rates and fifty-five percent of the teachers in schools with low dropout rates indicated students in their schools are graded on a curve, which was a greater percentage than the student responses in agreement with the statement.

TABLE XXIII

TEACHERS' REACTIONS TO THE STATEMENT, "STUDENTS
ARE GRADED ON A 'CURVE', COMPARED
WITH OTHER STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	13	38	21	28	34	31
Neutral	5	15	13	17	18	17
Agree	16	47	41	55	57	52
Totals	34	100	75	100	109	100

Total chi square = 1.14, with 2 df., prob. > chi square = 0.57

As portrayed in Table XXIV, the largest number of administrators from schools with high dropout rates remained neutral to the statement regarding students being graded on a curve, while the largest number of administrators from schools with low dropout rates agreed that students in their schools are graded on a curve.

Organizational Climate - Teachers Individualize Instruction. Students, teachers and administrators were asked to respond to the statement, "Most teachers usually work with each student individually." The total mean response of schools with high dropout rates and schools with low dropout rates indicated that most teachers do not usually work with

each student individually as shown in Table XXV. The students of schools with low dropout rates voiced the strongest disagreement with the statement. The administrators of both schools with high dropout rates and schools with low dropout rates indicated, conversely, the most agreement with this statement.

TABLE XXIV
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"STUDENTS ARE GRADED ON A 'CURVE',
COMPARED WITH OTHER STUDENTS"

Responses	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	1	12.5	2	25	3	19
Neutral	4	50	1	12.5	5	31
Agree	3	37.5	5	62.5	8	50
Totals	8	100	8	100	16	100

There appeared to be a positive relationship between the responses of students from schools with high dropout rates and students from schools with low dropout rates to the statement that most teachers usually work with each student individually. The average majority

response, 64 percent, of all students was that most teachers do not usually work with each student individually, included in Table XXVI.

TABLE XXV
RESPONSES TO THE STATEMENT, "MOST TEACHERS USUALLY
WORK WITH EACH STUDENT INDIVIDUALLY"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	3.08	1.94	3.75	2.92	1.97	3.87
Teachers	3.79	1.67	2.77	3.99	1.73	2.99
Administrators	4.63	1.51	2.27	4.50	1.77	3.14
Total Responses	3.23			3.24		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

There appeared to be a positive relationship between the responses of teachers from schools with high dropout rates and schools with low dropout rates to the statement that most teachers usually work with each student individually. However, there did not appear to be a majority opinion of all teachers either in agreement or disagreement. As reported in Table XXVII, 48 percent of the total teachers responding disagreed with the statement and 46 percent of the total teachers responding agreed with the statement.

TABLE XXVI

STUDENTS' REACTIONS TO THE STATEMENT, "MOST TEACHERS
USUALLY WORK WITH EACH STUDENT INDIVIDUALLY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	126	63	139	65	265	64
Neutral	20	10	22	10	42	10
Agree	55	27	52	25	107	26
Totals	201	100	213	100	414	100

Total chi square = 0.47, with 2 df., prob. > chi square = 0.79

TABLE XXVII

TEACHERS' REACTIONS TO THE STATEMENT, "MOST TEACHERS
USUALLY WORK WITH EACH STUDENT INDIVIDUALLY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	17	50	35	47	52	48
Neutral	2	6	5	6	7	6
Agree	15	44	35	47	50	46
Totals	34	100	75	100	109	100

Total chi square = 0.11, with 2 df., prob. > chi square = 0.94

There was consensus between the responses of administrators from both schools with high dropout rates and schools with low dropout rates, with the majority, 62.5 percent, indicating that most teachers do usually work with each student individually. Their responses were in the opposite direction of the total student responses and much stronger in agreement than the teachers' responses to this statement, as reported in Table XXVIII.

TABLE XXVIII
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"MOST TEACHERS USUALLY WORK WITH
EACH STUDENT INDIVIDUALLY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	2	25	2	25	4	25
Neutral	1	12.5	1	12.5	2	12.5
Agree	5	62.5	5	62.5	10	62.5
Totals	8	100	8	100	16	100

Supportive Services, Health Screening Services and Follow-up. The total mean response of schools with high dropout rates was in disagreement with the statement that their schools provide health screening

services and follow-up as depicted in Table XXIX. The strongest disagreement with the statement was from the teachers in the schools with high dropout rates, with a mean response of 2.85.

TABLE XXIX
RESPONSES TO THE STATEMENT, "OUR SCHOOL
PROVIDES HEALTH SCREENING SERVICES
AND FOLLOW-UP"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	3.14	1.93	3.74	3.54	2.11	4.45
Teachers	2.85	1.82	3.32	3.73	2.11	4.43
Administrators	3.25	1.98	3.93	4.50	2.14	4.57
Total Responses	3.10			3.61		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The mean response of schools with low dropout rates as to whether their schools provides health screening, services and follow-up was in disagreement, but less than that of schools with high dropout rates. The administrators of schools with low dropout rates were the only ones who indicated that their schools do provide health screening services and follow-up, with a mean of 4.50.

There was not a significant difference of opinion between the students of high dropout rate schools and low dropout rate schools. As shown in Table XXX, 53.2 percent of the students from high dropout rate schools and 50 percent of the students from schools with low dropout rates felt their school does not provide health screening services and follow-up.

TABLE XXX
STUDENTS' REACTIONS TO THE STATEMENT, "OUR
SCHOOL PROVIDES HEALTH SCREENING,
SERVICES AND FOLLOW-UP"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	107	53.2	107	50	214	52
Neutral	47	23.4	38	18	85	20
Agree	47	23.4	68	32	115	28
Totals	201	100	213	100	414	100

Total chi square = 4.44, with 2 df., prob. $>$ chi square = 0.11

The difference of opinion between the teachers of schools with high dropout rates and schools with low dropout rates was not significant at the .05 level of probability. However, more teachers from

schools with high dropout rates (62 percent) disagreed that their school provides health screening, services and follow-up than did the teachers from schools with low dropout rates (41 percent), which is depicted in Table XXXI.

TABLE XXXI

TEACHERS' REACTIONS TO THE STATEMENT, "OUR SCHOOL PROVIDES HEALTH SCREENING, SERVICES AND FOLLOW-UP"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	21	62	31	41	52	48
Neutral	8	23	18	24	26	24
Agree	5	15	26	35	31	28
Totals	34	100	75	100	109	100

Total chi square = 5.33, with 2 df., prob. $>$ chi square = 0.07

There appeared to be an inverse relationship between the responses of administrators of schools with high dropout rates and schools with low dropout rates as to whether or not their schools provide health screening, services and follow-up. As portrayed in Table XXXII, 50 percent of the administrators from schools with high dropout rates

disagreed, and 50 percent of the administrators from schools with low dropout rates agreed, with the statement. The administrators of schools with low dropout rates responded more positively than did any of the other respondents--all students, all teachers, or administrators of schools with high dropout rates.

TABLE XXXII
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"OUR SCHOOL PROVIDES HEALTH SCREENING,
SERVICES AND FOLLOW-UP"

Responses	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	4	50	3	37.5	7	44
Neutral	1	12.5	1	12.5	2	12
Agree	3	37.5	4	50	7	44
Totals	8	100	8	100	16	100

Counselors. Students, teachers and administrators were asked to respond to the statement, "Counselors provide helpful support and guidance for students." The total mean response for both schools with high dropout rates and schools with low dropout rates indicated agreement with this statement, with a mean response of 4.50 from schools

with high dropout rates and 4.72 from schools with low dropout rates as reported in Table XXXIII. The administrators of schools with low dropout rates responded more positively than any other subgroup.

TABLE XXXIII
RESPONSES TO THE STATEMENT, "COUNSELORS
PROVIDE HELPFUL SUPPORT AND
GUIDANCE FOR STUDENTS"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.45	2.02	4.07	4.59	2.35	5.53
Teachers	4.79	1.93	3.74	4.85	2.17	4.69
Administrators	4.63	1.41	1.98	6.75	0.46	0.21
Total Responses	4.50			4.72		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The majority of the students from both schools with high dropout rates and schools with low dropout rates responded in agreement that counselors provide helpful support and guidance for students. As shown in Table XXXIV, approximately one third of the students from both schools with high dropout rates and schools with low dropout rates responded in disagreement.

TABLE XXXIV
STUDENTS' REACTIONS TO THE STATEMENT,
"COUNSELORS PROVIDE HELPFUL SUPPORT
AND GUIDANCE FOR STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	62	31	72	34	134	32
Neutral	31	15	21	10	52	13
Agree	108	54	120	56	228	55
Totals	201	100	213	100	414	100

Total chi square = 2.96, with 2 df., prob. > chi square = 0.23

As portrayed in Table XXXV, there appeared to be a positive relationship between the responses of teachers from schools with high dropout rates and teachers from schools with low dropout rates to counselors providing helpful support and guidance for students, with an average of 64 percent indicating their agreement.

There was 100 percent support of the administrators from schools with low dropout rates of the helpful support and guidance for students by counselors. The administrators of schools with high dropout rates responded with 50 percent agreement, 37.5 percent neutrality and 12.5 percent disagreement.

TABLE XXXV

TEACHERS' REACTIONS TO THE STATEMENT,
"COUNSELORS PROVIDE HELPFUL SUPPORT
AND GUIDANCE FOR STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	9	26	19	25	28	26
Neutral	4	12	7	9	11	10
Agree	21	62	49	65	70	64
Totals	34	100	75	100	109	100

Total chi square = 0.20, with 2 df., prob. $>$ chi square = 0.90

TABLE XXXVI

ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"COUNSELORS PROVIDE HELPFUL SUPPORT AND
GUIDANCE FOR STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	1	12.5	0	0	1	6
Neutral	3	37.5	0	0	3	19
Agree	4	50	8	100	12	75
Totals	8	100	8	100	16	100

Segregation. Segregation refers to organizational behavior which places students in special programs or places them in ways to remove them from the mainstream, particularly where their adaptation was not in direct accord with organizational goals. Carlson stated that dumping grounds constituted a place where students are assigned or dumped for part of their program, for various reasons, to serve out their remaining school days. Placing students who have learning difficulties into special classes may be a means of academically segregating students out of the classes where remaining students are making expected progress toward school defined goals.

Students, teachers and administrators were asked to indicate if slow learners were placed in special classes in their school. The schools with high dropout rates indicated this to be true by a mean response of 4.37 which is shown in Table XXXVII.

TABLE XXXVII
RESPONSES TO THE STATEMENT, "SLOWER LEARNERS
IN SCHOOL ARE PUT INTO SPECIAL CLASSES"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.31	2.25	5.06	3.50	2.46	6.06
Teachers	4.68	2.23	4.95	3.57	2.12	4.49
Administrators	4.50	2.07	4.29	2.88	2.23	4.98
Total Responses	4.37			3.51		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The students in schools with high dropout rates had a mean response to this issue of segregation of 4.31, compared to a mean response of 3.50 of students in schools with low dropout rates. As reported in Table XXXVIII, 50 percent of the students in schools with high dropout rates agreed that slower learners in their school are put into special classes. In contrast, 55 percent of the students in schools with low dropout rates disagreed that slower learners in their school are put into special classes. The difference in the responses of students in schools with high dropout rates from the responses of the students in schools with low dropout rates was significant at the .01 level.

TABLE XXXVIII
STUDENTS' REACTIONS TO THE STATEMENT, "SLOWER
LEARNERS IN SCHOOL ARE PUT INTO
SPECIAL CLASSES"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	74	37	117	55	191	46.1
Neutral	26	13	13	6	39	9.4
Agree	101	50	83	39	184	44.5
Totals	201	100	213	100	414	100

Total chi square = 15.44, with 2 df., prob. $>$ chi square = 0.01

There was a difference between the responses of teachers in schools with high dropout rates compared with the responses of teachers in schools with low dropout rates regarding academic segregation of their students which is illustrated in Table XXXIX. The teachers in schools with high dropout rates agreed that slow learners were placed in special classes in their schools, with a mean response of 4.68, compared to the mean of 3.57 of teachers from schools with low dropout rates. The teachers in schools with high dropout rates responded more strongly than did the students of schools with high dropout rates, with 65 percent agreement that slower learners were put into special classes in their schools.

TABLE XXXIX
TEACHERS' REACTIONS TO THE STATEMENT,
"SLOWER LEARNERS IN SCHOOL ARE PUT
INTO SPECIAL CLASSES"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	11	32	36	48	47	43
Neutral	1	3	7	9	8	7
Agree	22	65	32	43	54	50
Totals	34	100	75	100	109	100

Total chi square = 4.92, with 2 df., prob. Δ chi square = 0.08

The administrators of schools with high dropout rates indicated that slow learners were placed in special classes in their schools with a mean response of 4.50, which was in agreement with the students and teachers in the schools with high dropout rates. As shown in Table XL, 50 percent of the administrators of schools with high dropout rates agreed with the statement.

TABLE XL
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"SLOWER LEARNERS IN SCHOOL ARE PUT
INTO SPECIAL CLASSES"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	3	37.5	5	62.5	8	50
Neutral	1	12.5	1	12.5	2	12.5
Agree	4	50	2	25	6	37.5
Totals	8	100	8	100	16	100

The administrators of schools with low dropout rates disagreed that slow learners in school are put into special classes more than did the students and teachers of the schools with low dropout rates. From schools with low dropout rates, 62.5 percent of the administrators disagreed with this statement.

Goal Realization or Goal Displacement. Educators verbalize the purpose of the educational institution as being to meet the needs of students. Administrators, as decision makers in the school, theoretically have as their goal decision making toward the goal of meeting student needs--providing an organizational climate which enhances the development of individual students. Students, teachers and administrators were asked to respond to the statement, "Our administration changes the school to meet the needs of students."

The total mean responses indicated a general feeling that administrators do not change the school to meet the needs of students, with a total mean response of 3.05 from the schools with high dropout rates and an even lower total mean response of 2.98 from the schools with low dropout rates, as portrayed in Table XLI.

TABLE XLI
RESPONSES TO THE STATEMENT, "OUR ADMINISTRATION
CHANGES THE SCHOOL TO MEET NEEDS OF STUDENTS"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	2.77	1.93	3.74	2.51	1.98	3.90
Teachers	4.35	1.91	3.63	4.03	1.81	3.29
Administrators	4.63	1.60	2.55	5.63	1.60	2.55
Total Responses	3.05			2.98		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The majority of the students from both schools with high dropout rates and schools with low dropout rates disagreed that the administration of their schools change the school to meet the needs of students, as illustrated in Table XLII.

TABLE XLII
STUDENTS' REACTIONS TO THE STATEMENT,
"OUR ADMINISTRATION CHANGES THE
SCHOOL TO MEET NEEDS OF
STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	132	66	151	71	283	68
Neutral	20	10	24	11	44	11
Agree	49	24	38	18	87	21
Totals	201	100	213	100	414	100

Total chi square = 2.68, with 2 df., prob. $>$ chi square = 0.26

There was not a significant difference between the responses of the teachers of schools with high dropout rates compared to the teachers of schools with low dropout rates as to whether their administration changes the school to meet the needs of students. As reported in

Table XLIII, an average of 38 percent of the teachers disagreed with the statement, 14 percent remained neutral, and 48 percent of the teachers agreed with the statement.

TABLE XLIII
TEACHERS' REACTIONS TO THE STATEMENT, "OUR
ADMINISTRATION CHANGES THE SCHOOL TO
MEET NEEDS OF STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	11	32	30	40	41	38
Neutral	7	21	9	12	16	14
Agree	16	47	36	48	52	48
Totals	34	100	75	100	109	100

Total chi square = 1.54, with 2 df., prob. > chi square = 0.47

The administrators tended to be more supportive of administration than did either the students or the teachers, with 62.5 percent of the administrators of the schools with high dropout rates and 87.5 percent of the administrators of schools with low dropout rates agreeing that their administration did change the school to meet the needs of students. As shown in Table XLIV, one fourth of the administrators of schools with

high dropout rates and one eighth of the administrators of schools with low dropout rates disagreed that their administrations change the schools to meet the needs of students. One eighth of the administrators of schools with low dropout rates disagreed that their administration changes the school to meet the needs of students. One eighth of the administrators of schools with high dropout rates remained neutral.

TABLE XLIV

ADMINISTRATORS' REACTIONS TO THE STATEMENT, "OUR
ADMINISTRATION CHANGES THE SCHOOL TO
MEET NEEDS OF STUDENTS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	2	25	1	12.5	3	19
Neutral	1	12.5	0	0	1	6
Agree	5	62.5	7	87.5	12	75
Totals	8	100	8	100	16	100

Goal Displacement. Goal displacement is a process whereby the original or over-riding goal is abandoned completely or partially and another goal substituted. As indicated in the review of literature,

Hollingshead (1949) discussed the example of goal displacement as being when he found that teachers, while counseling with parents of lower-class children, tend to emphasize discipline problems, and when counseling with parents of upper-class children, they tend to emphasize the pupil's academic work.

Using the amount of emphasis on discipline as a measure of goal displacement, students, teachers and administrators were asked to respond to whether they felt discipline required considerable time from teachers or administrators. The total mean responses of both schools with high dropout rates, 4.30, and schools with low dropout rates, 4.41, indicated that discipline requires considerable time from teachers or administrators as reported in Table XLV. The students from both the schools with high dropout rates and the schools with low dropout rates indicated less strong agreement than did the total group of teachers and the total responding administrators.

There appeared to be consensus between the responses of students from both schools with high and low dropout rates as reflected in Table XLVI. An average of 36 percent of the students disagreed with the statement, 21 percent responded neutrally, and 43 percent of the total student respondents agreed that discipline requires considerable time from teachers or administrators.

The consensus between teachers of schools with high dropout rates and the schools with low dropout rates was very strong; 71 percent of the teachers from schools with high dropout rates and 73 percent of the teachers from schools with low dropout rates agreed that discipline requires considerable time from teachers or administrators as reported in Table XLVII.

TABLE XLV
 RESPONSES TO THE STATEMENT, "DISCIPLINE
 REQUIRES CONSIDERABLE TIME FROM
 TEACHERS OR ADMINISTRATORS"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.12	2.07	4.30	4.15	1.93	3.73
Teachers	5.12	1.70	2.89	5.12	1.83	3.35
Administrators	5.25	2.66	7.07	4.50	1.07	1.14
Total Responses	4.30			4.41		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

TABLE XLVI
 STUDENTS' REACTIONS TO THE STATEMENT,
 "DISCIPLINE REQUIRES CONSIDERABLE
 TIME FROM TEACHERS OR
 ADMINISTRATORS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	76	38	75	35	151	36
Neutral	40	20	46	22	86	21
Agree	85	42	92	43	177	43
Totals	201	100	213	100	414	100

Total chi square = 0.35, with 2 df., prob. > chi square = 0.84

TABLE XLVII

TEACHERS' REACTIONS TO THE STATEMENT, "DISCIPLINE
REQUIRES CONSIDERABLE TIME FROM TEACHERS
OR ADMINISTRATORS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	7	20	14	19	21	19
Neutral	3	9	6	8	9	8
Agree	24	71	55	73	79	73
Totals	34	100	75	100	109	100

Total chi square = 0.09, with 2 df, prob. > chi square = 0.95

There tended to be agreement between administrators of high and low dropout rate schools regarding time required for discipline. Seventy-five percent of the administrators from schools with high dropout rates and 62.5 percent of the administrators with low dropout rates responded that discipline requires considerable time from teachers or administrators as illustrated in Table XLVIII.

Quantitative Summary

In summary of the main quantitative findings regarding organizational characteristics and adaptations of schools with high and low dropout rates as perceived by students, teachers and administrators,

the majority of the total responses listed causes of dropouts which were related to the student, and, conversely, the majority of the total responses listed recommendations for improving student retention which dealt with the organization.

TABLE XLVIII
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"DISCIPLINE REQUIRES CONSIDERABLE TIME
FROM TEACHERS OR ADMINISTRATORS"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	2	25	2	25	4	25
Neutral	0	0	1	12.5	1	6
Agree	6	75	5	62.5	11	69
Totals	8	100	8	100	16	100

There was a difference between the responses of administrators of schools with high dropout rates and schools with low dropout rates as to whether or not their schools have an effective dropout prevention system. The majority of the administrators of the schools with low dropout rates agreed that they did have an effective dropout prevention

system; the majority of the administrators of schools with high dropout rates indicated disagreement with the statement.

There was no significant difference of opinion between any of the group responses to the statement, "Our school climate encourages students to voice their opinions." The majority of students from both high and low dropout schools disagreed, while the majority of the teachers and administrators from both high and low dropout schools indicated they felt their school climates encourage students to voice their opinions.

In response to the statement, "Our school stimulates and challenges students to creativity," there was a difference between the responses of the administrators of schools with low dropout rates and administrators of schools with high dropout rates. One hundred percent of the administrators of schools with low dropout rates agreed with the statement, while 37.5 percent of the administrators of schools with high dropout rates disagreed, 50 percent remained neutral, and only 12.5 percent responded positively.

In response to the statement, "Our school provides health screening services and follow-up," there was a difference, significant at the .05 level of probability between the total responses of students and teachers of schools with high dropout rates compared to schools with low dropout rates. There was a difference in response of high and low dropout rate school administrators. There was a greater percentage of responses in disagreement with this statement from schools with high dropout rates.

The administrators of schools with low dropout rates were unanimously in support of the fact that counselors provide helpful support

and guidance for students. The administrators of schools with high dropout rates were in less agreement--50 percent agreed, 37.5 percent remained neutral and 12.5 percent disagreed. This difference was reflective of the repeated tendency of administrators of schools with low dropout rates to be more supportive of their school organizational variables.

Regarding segregation, slower learners are put into special classes in schools with high dropout rates more than in schools with low dropout rates according to students and teachers with the difference being significant at the .001 level of probability. The administrators responses followed the pattern of the students and teachers on this issue.

The majority opinion of the total respondents of both schools with high and low dropout rates was that administrators do not change the school to meet the needs of students. However, the teachers and administrators were in agreement that the school does change the school to meet the needs of students. The students were in disagreement. The administrators of schools with low dropout rates voiced the strongest feeling that administration does change the school to meet the needs of students.

There was agreement from students, teachers and administrators of both schools with low and high dropout rates that discipline requires considerable time of teachers or administrators. Seventy-five percent of the administrators of schools with high dropout rates indicated that discipline requires considerable time of teachers or administrators, while 62.5 percent of the administrators of schools with low dropout rates concurred.

There was consensus between responses of both schools with high and low dropout rates that most teachers do not work with each student individually.

Most of the responses from both schools with high and low dropout rates indicated students are graded on a "curve", or compared with other students, in contrast with being graded on individual progress.

The teachers of schools with low dropout rates tended to be slightly more positive in most of their mean responses than teachers of the schools with high dropout rates--regarding the dropout prevention system, the school climate encouraging students to voice their opinion, the school stimulating and challenging students to creativity, working with students individually, to the school having health screening, services and follow-up, and to counselors providing helpful support and guidance for students.

The administrators of schools with low dropout rates tended to respond far more positively in support of their organizational variables than did the administrators of schools with high dropout rates. The responses of administrators of schools with low dropout rates were more positive regarding their school having an effective dropout prevention system, their school climate encouraging students to voice their opinions, students helping plan their program of study, the school stimulating and challenging students to creativity, the school providing health screening, services and follow-up, counselors providing helpful support and guidance for students, and the administration changing the school to meet the needs of students. Concurrently, the administrators of schools with low dropout rates responded less positively to the question regarding goal displacement--discipline requiring

considerable time from teachers or administrators; segregation--slower learners being put into special classes, and grading on a curve. The only situation where the administrators of schools with low dropout rates were less positive about the organization than were administrators of schools with high dropout rates was in response to whether or not teachers work individually with students.

CHAPTER V

STUDENT CHARACTERISTICS AND ADAPTATIONS

Only information related to public high school student characteristics will be included in this chapter.

Qualitative Data

The findings reported in this section are an overview of interviews and observations made during the one-day on-site visits to each of the nine participating schools.

Dropout Adaptation

Dropout adaptation, where students withdraw their presence and participation, was, by nature of the definition, higher in schools with higher dropout rates.

Side-Payment Adaptation

Side-payment adaptation, where students continue to attend schools because of the many fringe benefits rather than the central purpose of the schools, was found to be greater in the schools with low dropout rates than in schools with high dropout rates.

The majority of the schools with high dropout rates offered fewer extra-curricular activities and in some cases provided real barriers to extra-curricular activities, such as having rules prohibiting students

from the school grounds in the evenings and on week-ends and allowing only one period per month for club meetings.

Situational Retirement

The students in the high dropout rate schools demonstrated much more situational retirement than did the students in the low dropout rate schools. The students were physically present, but not actively involved. Students in situational retirement reject what the school has to offer, but do not reject the school. This was evidenced by the lack of communication and involvement and by questionnaire data from students in high dropout rate schools, in contrast with the rather open critiques by the students in low dropout rate schools. This situational retirement was further observed in the classroom where students walked in and sat out their obligated time without active participation in academic activity.

Rebellious Adaptation

Rebellious adjustment in the schools with high dropout rates was conspicuously higher than in the schools with low dropout rates. Students who are rebelliously adjusting constantly test the limits of the situation to see the extent to which they can depart from that which is expected of students. This adaptation is disruptive to and problematic for the school, and the chances of maintaining this form of adaptation over a long period of time are minimal. This type of adaptation is a way station short of dropping out of school. The perspective taken by the student is one of seeing the whole situation as a game of wits; and the object of the game is to see how much one can get away with.

This behavior was observed as the administrators of schools with high dropout rates were interrupted frequently during interviews to handle discipline situations, in contrast to the lack of interruptions for discipline in the low dropout rate schools. Most exemplary of this type of behavior was the boy in a school with a high dropout rate who was told by the administrator that he could just go home to his father. The superintendent told the student he could not control him in school.

Receptive Adaptation

The adaptation of students for whom the mandatory service of the school is not problematical for either the students or the school, receptive adaptation, was greater in schools with low dropout rates. In observing the students' behavior in the schools with low dropout rates and in interviewing the students, teachers and administrators, the adjustments seemed most satisfactory to the majority in the schools with low dropout rates.

Qualitative Summary

Dropout adaptation was higher in the schools with high dropout rates, a fact by virtue of the definition. Situational retirement, where students demonstrated low communication and involvement in school activities was greater in the schools with high dropout rates. Rebellious adaptation, where students adjust by persistently testing the limits of the situation, was also greater in the schools with high dropout rates.

Side-payment adaptation, where students continue to attend school because of the fringe benefits rather than the central purpose of the school was found to be greater in the schools with low dropout rates.

Quantitative Data

The results of the questionnaire administered to the students, teachers and administrators of the nine participating schools, entitled, "Variables Related to Student Retention as Perceived by Students, Teachers and Administrators," which deal with the public high school student are included in this section.

Student-Related Causes of Dropout Behavior

The majority, approximately 70 percent of all the causes for high dropout rates were related to student characteristics. As shown in Table XLIX, over 90 percent of the responses by teachers from schools with high dropout rates and 89.52 percent of the responses by teachers from schools with low dropout rates reflected student causes for dropout behavior. All of the causes of dropouts listed by administrators of schools with low dropout rates and 85.72 percent of the causes listed by administrators of schools with high dropout rates involved student characteristics or adaptations.

Student-Related Recommendations for Improving

Student Retention

Few of the responses of students, teachers or administrators for improving student retention included student-centered characteristics or adaptations. As reflected in Table L, less than two percent of the students' recommendations for reducing dropout behavior named student

factors. Less than 15 percent of the administrators' responses and less than 20 percent of the teachers' responses dealt with student variables as potential variables to reduce dropout rates.

TABLE XLIX
PERCENT OF CAUSES OF DROPOUT BEHAVIOR
INVOLVING STUDENT CHARACTERISTICS

Student Characteristics or Adaptations	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Student	Teacher	Admin.	Student	Teacher	Admin.
Personal Attitudes, Feelings and Perceptions	28.73%	26.67%	28.57%	23.32%	17.62%	38.10%
Personal Choice	2.73	1.90	0	3.86	3.81	0
Personal Characteristics	14.00	14.29	19.05	11.58	21.90	9.52
Academic Adaptation or Ability	6.18	8.57	4.76	5.54	10.95	4.76
Social Interaction	4.00	.95	0	4.19	1.90	0
Parential and Home Influences and Personal Problems	7.09	27.62	19.05	10.40	20.48	33.33
Economic Need or Choice	10.36	12.38	14.29	8.56	12.86	14.29
TOTALS	73.09%	92.38%	85.72%	67.45%	89.52%	100.00%

Dropout Adaptation

Dropout adaptive behavior refers to the student who totally withdraws his presence and participation even though it is unlawful to do so or necessitates the involving of special arrangements.

TABLE L
 PERCENT OF RECOMMENDATIONS FOR REDUCING DROPOUT
 BEHAVIOR INVOLVING STUDENT VARIABLES

Student Characteristics or Adaptations	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Students	Teachers	Admin.	Students	Teachers	Admin.
Personal Attitudes, Feelings and Perceptions	0.99%	0%	5.55%	0.81%	0%	0%
Personal Choice	0	0	0	0	0.75	4.35
Personal Characteristics	0	0	0	0.20	0	0
Academic Adaptation or Ability	0	0	0	0	0	0
Social Interaction	0	0	0	0	0	0
Parental and Home Influences and Personal Problems	0.79	18.03	5.55	0.81	4.47	8.69
Economic Need or Choice	0	0	0	0	0	0
TOTALS	1.78%	18.03%	11.11%	1.82%	5.22%	13.04%

Figure 4 depicts the relative rates of dropout behavior of the schools selected for this study as determined by dividing the number of reported dropouts by the state-reported school enrollments.

The rates of dropout are open to some question inasmuch as there does not appear to be, at this time, consistency in the definition of a dropout within the schools visited. For example, one administrator stated that if the students in his school had been a discipline problem, they were not counted as dropouts if they discontinued attendance because they didn't belong in school anyway. Further, students of

school age, not attending school, who had not enrolled in the fall, would not be reflected as dropouts.

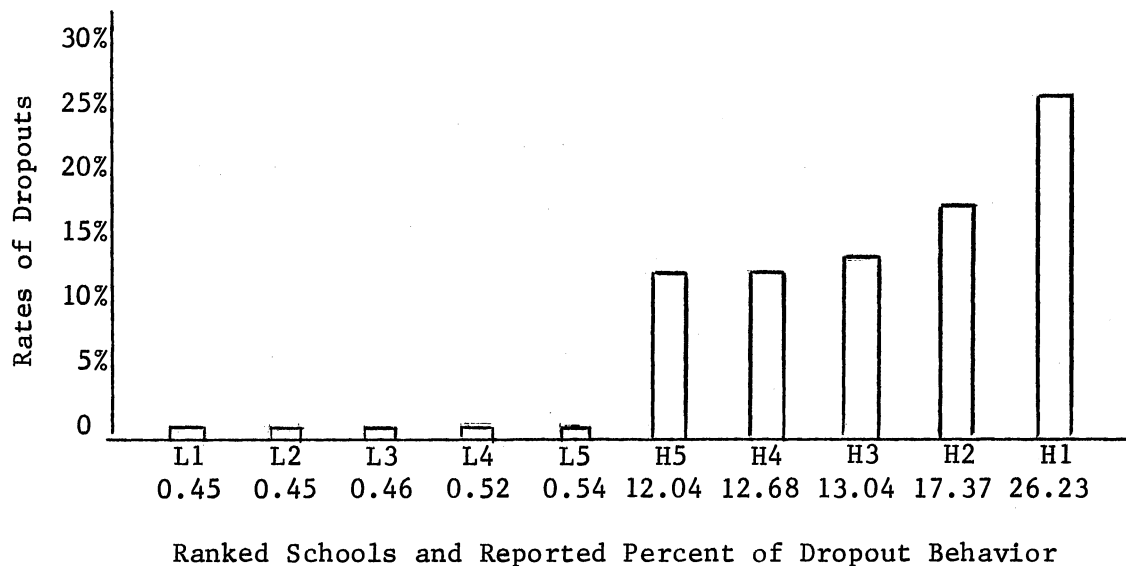


Figure 4. Rates of Dropout of Ranked High and Low Dropout Rate Schools Selected for Study

In visiting each of the schools, the administrators, staff and students verbally verified whether their schools were in the high or low dropout categories and this method was used to validate the direction of dropout as being either high or low.

Receptive Adaptation

Receptive adaptation referred to student behavior which is consistent with the goals of the school and behavior that appears to be satisfactory to both the student and the school. Students, teachers and administrators were asked to respond to the statement, "Most students don't care about school or they don't act like it." The students

from the schools with low dropout rates and all respondents from the schools with high dropout rates tended to agree with the statement. The teachers and administrators of the schools with low dropout rates responded in disagreement with the statement, indicating they felt students in their schools do care about school or they act like it, as portrayed in Table LI.

TABLE LI
RESPONSES TO THE STATEMENT, "MOST STUDENTS
DON'T CARE ABOUT SCHOOL OR THEY
DON'T ACT LIKE IT"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.44	1.94	3.77	4.41	2.02	4.07
Teachers	4.68	1.92	3.68	3.73	1.76	3.09
Administrators	4.88	1.96	3.84	3.25	1.83	3.36
Total Responses	4.48			4.21		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

There was not a significant difference between the student responses of schools with high dropout rates compared to the student responses of schools with low dropout rates. As indicated in Table LII both groups

tended to agree that students don't care about school or they don't act like it.

TABLE LII
STUDENTS' REACTIONS TO THE STATEMENT, "MOST
STUDENTS DON'T CARE ABOUT SCHOOL
OR THEY DON'T ACT LIKE IT"

Response	Students With High Dropout Rates		Students With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	61	30	75	35	136	33
Neutral	39	20	26	12	65	16
Agree	101	50	112	53	213	51
Totals	201	100	213	100	414	100

Total chi square = 4.27, with 2 df., prob. > chi square = 0.12

There was a significant difference, at the .05 level of probability, between the responses of teachers of schools with high dropout rates and teachers of schools with low dropout rates as to whether or not students care about school or act like it. As reported in Table LIII, 52 percent of the teachers from schools with low dropout rates indicated their belief that students do care about school; conversely, 62 percent

of the teachers of schools with high dropout rates indicated they believed students don't care about school or they don't act like it.

TABLE LIII
TEACHERS' REACTIONS TO THE STATEMENT, "MOST
STUDENTS DON'T CARE ABOUT SCHOOL
OR THEY DON'T ACT LIKE IT

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	13	38	39	52	52	48
Neutral	0	0	7	9	7	6
Agree	21	62	29	39	50	46
Totals	34	100	75	100	109	100

Total chi square = 6.82, with 2 df., prob. > chi square = 0.03

The administrators of schools with high dropout rates differed in their responses as to whether or not students care about school or act like it from the responses of administrators of schools with low dropout rates. As shown in Table LIV, 65 percent of the administrators from schools with low dropout rates indicated students do care about school or they act like it; conversely, 62.5 percent of the administrators of

schools with high dropout rates indicated that most students don't care about school or they don't act like they do.

TABLE LIV
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"MOST STUDENTS DON'T CARE ABOUT SCHOOL
OR THEY DON'T ACT LIKE IT"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	1	12.5	6	75	7	44
Neutral	2	25	0	0	2	12
Agree	5	62.5	2	25	7	44
Totals	8	100	8	100	16	100

Another statement related to the concept of receptive adaptation to which students, teachers and administrators were asked to respond, was whether they would agree or disagree that each individual student in their schools feels unconditionally accepted and valued. The total mean response of the schools with high dropout rates was somewhat higher than the total mean response of schools with low dropout rates, but both groups would tend to disagree with this statement as shown in Table LV.

TABLE LV
 RESPONSES TO THE STATEMENT, "EACH INDIVIDUAL
 STUDENT FEELS UNCONDITIONALLY
 ACCEPTED AND VALUED"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	3.93	1.75	3.08	3.18	1.91	3.67
Teachers	3.32	1.72	2.95	3.31	1.74	3.03
Administrators	4.75	1.16	1.36	4.14	1.57	2.48
Total Responses	3.87			3.24		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

While the majority of students from both low and high dropout rate schools voiced disagreement with the statement, the strongest disagreement coming from the students from low dropout rate schools created a significant difference between the two groups as reflected in Table LVI. The researcher did not interpret this response to reflect greater satisfaction from the students from high dropout rate schools, but rather as a reflection of their increased apathy.

The teachers expressed consensus, with the majority of all responding teachers being in disagreement that each individual student feels unconditionally accepted and valued as shown in Table LVII.

TABLE LVI

STUDENTS' REACTIONS TO THE STATEMENT, "EACH
INDIVIDUAL STUDENT FEELS UNCONDITIONALLY
ACCEPTED AND VALUED"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	86	43	126	59	212	51
Neutral	38	19	25	12	63	15
Agree	77	38	62	29	139	34
Totals	201	100	213	100	414	100

Total chi square = 11.51, with 2df., prob. > chi square = 0.01

TABLE LVII

TEACHERS' REACTIONS TO THE STATEMENT, "EACH
INDIVIDUAL STUDENT FEELS UNCONDITIONALLY
ACCEPTED AND VALUED"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	22	65	47	63	69	64
Neutral	2	6	6	8	8	7
Agree	10	29	22	29	32	29
Totals	34	100	75	100	109	100

Total chi square = 0.16, with 2 df., prob. > chi square = 0.92

There was some difference between the responses of administrators of schools with high dropout rates and the administrators of schools with low dropout rates as indicated in Table LVIII. An interesting finding was that none of the administrators of schools with high dropout rates disagreed with the statement although the majority of the responding students and teachers had disagreed with the statement.

TABLE LVIII
ADMINISTRATORS' REACTIONS TO THE STATEMENT, "EACH
INDIVIDUAL STUDENT FEELS UNCONDITIONALLY
ACCEPTED AND VALUED"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	0	0	3	37.5	3	19
Neutral	5	62.5	2	25	7	44
Agree	3	37.5	3	37.5	6	37
Totals	8	100	8	100	16	100

Students, teachers and administrators were asked to indicate their perceptions of whether most students in their school communicate openly and freely with their faculty. The total means for both schools with high and low dropout rates reflected slight disagreement with this

statement, with those from the low dropout rate schools voicing the strongest disagreement as illustrated in Table LIX. The administrators of both high and low dropout rate schools were supportive of the fact they felt most students do communicate openly and freely with the faculty.

TABLE LIX
RESPONSES TO THE STATEMENT, "MOST STUDENTS
COMMUNICATE OPENLY AND FREELY
WITH FACULTY"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	3.52	2.02	4.07	3.29	2.01	4.03
Teachers	3.79	1.77	3.14	3.89	1.74	3.04
Administrators	5.00	1.60	2.57	4.63	1.69	2.84
Total Responses	3.64			3.48		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

There was no significant difference between the responses of students from schools with high dropout rates and schools with low dropout rates. The majority of all students disagreed with the statement, "Most students communicate openly and freely with faculty" as shown in Table LX.

TABLE LX
STUDENTS' REACTIONS TO THE STATEMENT, "MOST
STUDENTS COMMUNICATE OPENLY AND
FREELY WITH FACULTY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	104	52	129	61	233	56
Neutral	23	11	15	7	38	9
Agree	74	37	69	32	143	35
Totals	201	100	213	100	414	100

Total chi square = 4.20, with 2 df., prob. > chi square = 0.12

There was no significant difference between the responses of teachers from schools with high dropout rates and schools with low dropout rates as to whether most students communicate openly and freely with faculty. As reported in Table LXI, 56 percent of the teachers from high dropout rate schools and 45 percent of the teachers from low dropout rate schools indicated they disagreed with the statement.

There was a positive relationship between the responses of administrators of schools with high dropout rates and schools with low dropout rates regarding their students communicating openly and freely with faculty. This relationship is shown in Table LXII. The majority, 62.5 percent, agreed with the statement. This response was not

consistent with the responses of the majority of the students and teachers from both high and low dropout rate schools who disagreed with the fact that most students communicate openly and freely with faculty.

TABLE LXI
TEACHERS' REACTIONS TO THE STATEMENT, "MOST STUDENTS COMMUNICATE OPENLY AND FREELY WITH FACULTY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	19	56	34	45	53	49
Neutral	2	6	11	15	13	12
Agree	13	38	30	40	43	39
Totals	34	100	75	100	109	100

Total chi square = 2.07, with 2 df., prob. > chi square = 0.36

Quantitative Summary

Differences were found in student characteristics and adaptations between the schools with high dropout rates and schools with low dropout rates, as perceived by students, teachers and administrators of schools with high and low dropout rates.

TABLE LXII

ADMINISTRATORS' REACTIONS TO THE STATEMENT,
 "MOST STUDENTS COMMUNICATE OPENLY
 AND FREELY WITH FACULTY"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	1	12.5	1	12.5	2	12.5
Neutral	2	25	2	25	4	25
Agree	5	62.5	5	62.5	10	62.5
Totals	8	100	8	100	16	100

Dropout adaptation of schools with high dropout rates was necessarily, by definition, much greater than the dropout adaptation of schools with low dropout rates.

In an attempt to determine the receptivity of students, teachers and administrators, the statement, "Most students don't care about school or they don't act like it." was submitted for response. The consensus of all respondents from high dropout rate schools and students from low dropout rate schools was in agreement with the statement. Conversely, the teachers and administrators of schools with low dropout rates were more positive in their perceptions, as they indicated they perceived most students as caring about school or acting like it. The

difference in the responses of the teachers of high and low dropout rate schools was significant at the .05 level of probability. Differences between the administrators of high and low dropout rate schools were evidenced.

In response to the student receptive adaptation of feeling unconditionally accepted and valued, the largest majority of responses of disagreement came from students and teachers in schools with high and low dropout rates. The majority of the administrators responded in contrasting agreement, indicating they feel students do feel unconditionally accepted and valued.

One of the commonalities found in both the schools with high and low dropout rates dealt with communications within the public high schools. The total mean response of all teachers and all students reflected a feeling of a lack of open communication between students and faculty. The administrators' total mean responses reflected they believe students and faculty do have open communication. The researcher believes this response to be representative of the type of positive image which may be portrayed to evaluation teams who come to evaluate programs and indicative of the need for further and different types of school analyses.

One of the major and consistent recommendations was to improve communications with faculty, with the requests made predominately by students who repeatedly made statements like the following:

- Get teachers more involved with students.
- Teachers should be more friendly.
- Make teachers talk to students.
- Encourage teachers to talk to students.
- Teachers should spend more time with students.
- Students need to be able to share their opinions, and not just listen to the teachers.

It appeared that students are ready, willing, and even anxious to communicate, but that they feel teachers are not available, do not want to talk to students, and, in fact, do not talk openly with students.

The majority of the causes of public high school dropouts in the State of Oklahoma, as listed by students, teachers and administrators of the schools with both high and low dropout rates selected for this study, were student related causes. Conversely, the recommendations for improving retention or reducing dropouts in the State of Oklahoma, as listed by all respondents, included public high school organization-related recommendations.

CHAPTER VI

OTHER VARIABLES

Findings related to variables other than students or the public high schools as an organization are reported in this chapter.

Quantitative Data

Causes of Dropout Behavior

The model for this study included the functional interaction between sets of student and organizational characteristics and adaptations. One of the findings of this study was that students, teachers and administrators of schools with high dropout rates included causes other than those dealing specifically with students or public high school organization as illustrated in Table LXIII.

TABLE LXIII

PERCENT OF CAUSES OF DROPOUT BEHAVIOR
INVOLVING OTHER VARIABLES

Other Variables	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Student	Teacher	Admin.	Student	Teacher	Admin.
Legal and Governmental	0.18%	0	9.52%	0	0	0

The comments of the students who listed legal causes of dropout referred to the need for enforcing laws regarding dropouts. The governmental causes of dropout, according to the administrators in schools with high dropout rates, were that our government encourages dropout behavior and our educational system has created a society which encourages dropouts.

Recommendations for Reducing Attrition

The administrators of schools with high dropout rates listed 33.33 percent of their recommendations for reducing dropouts as variables other than students or the public high school organization as shown in Table LXIV.

TABLE LXIV

PERCENT OF RECOMMENDATIONS FOR REDUCING DROPOUT
BEHAVIOR INVOLVING OTHER VARIABLES

Other Variables	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Student	Teacher	Admin.	Student	Teacher	Admin.
Other Variables	0.20%	3.28%	33.33%	0.20%	3.73%	4.35%

The students' recommendations for reducing dropout behavior included health screening for visual, hearing and other learning difficulties and also stricter laws regarding alcohol.

The teachers' recommendations for reducing dropout behavior included elementary school action with students who appear to be having difficulty adjusting to the school environment. A full-time psychiatrist was recommended, as were state enforcement of existing laws. A reduction in the number of years of required school was also suggested.

The administrators' recommendations for reducing dropout behavior included the following:

Free the administrator to be an administrator, thereby giving him time to improve the overall education situation rather than spending time with "problem children."

Give financial assistance to students to meet their educational objectives rather than to those who don't.

Find out reasons in elementary school why students are having difficulty adjusting and do something about it then.

Educate parents.

Career education beginning in elementary school.

Better enforcement of existing compulsory school laws.

The comment of the administrator requesting to be freed from "problem children" appeared to reflect goal displacement inasmuch as problem children are very much an integral part of the administrator's role. One third of the administrators of schools with high dropout rates listed recommendations for improving retention of students which involved variables other than the client or the organization, compared to 4.35 percent of the administrators of schools with low dropout rates.

Personal Problems of Students

The concept of personal problems appears to be intertwined with home environment and situations external, but relevant, to the immediate student-school interaction and adaptation. The literature refers often to personal problems being a factor and, therefore, the questionnaire included the statement, "Personal problems cause students to drop out."

There was a total mean agreement with the statement by students, teachers and administrators of schools with high dropout rates of 5.17 and an even higher total mean agreement by students, teachers and administrators of schools with low dropout rates of 5.45. The students of schools with high dropout rates had a positive, but lower, response of a mean of 5.04, while the administrators of schools with high dropout rates agreed most strongly with a mean of 6.13. Responses are reflected in Table LXV.

TABLE LXV
RESPONSES TO THE STATEMENT, "PERSONAL
PROBLEMS CAUSE STUDENTS TO DROP OUT"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	5.04	1.91	3.65	5.33	1.84	3.39
Teachers	5.76	1.35	1.82	5.80	1.26	1.59
Administrators	6.13	0.83	0.70	5.38	1.92	3.70
Total Responses	5.17			5.45		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The majority of students from both schools with high dropout rates and schools with low dropout rates responded that they believed personal problems cause students to drop out. As with the total respondents, the students from schools with low dropout rates indicated more strongly, 76 percent, than did the students from schools with high dropout rates, 67 percent, that personal problems cause students to drop out as reported in Table LXVI.

TABLE LXVI
STUDENTS' REACTIONS TO THE STATEMENT, "PERSONAL
PROBLEMS CAUSE STUDENTS TO DROP OUT"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	42	21	36	17	78	19
Neutral	24	12	16	7	40	10
Agree	135	67	161	76	296	71
Totals	201	100	213	100	414	100

Total chi square = 4.00, with 2 df., prob. > chi square = 0.13

The teachers from both schools with high dropout rates and schools with low dropout rates responded more strongly than did the total respondents or students that personal problems do cause students to

drop out. As shown in Table LXVII, the strongest response, 91 percent of the teachers, was from schools with low dropout rates compared to 85 percent of the teachers from schools with high dropout rates.

TABLE LXVII
TEACHERS' REACTIONS TO THE STATEMENT, "PERSONAL
PROBLEMS CAUSE STUDENTS TO DROP OUT"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	3	9	3	4	6	5.5
Neutral	2	5	4	5	6	5.5
Agree	29	85	68	91	97	89
Totals	34	100	75	100	109	100

Total chi square = 1.08, with 2 df., prob. > chi square = 0.59

The administrators of schools with high dropout rates responded unanimously (100 percent) that personal problems cause students to drop out, while the administrators of schools with low dropout rates responded with 87.5 percent. As portrayed in Table LXVIII, the administrators of schools with high dropout rates responded more strongly in agreement with the statement than did either their students or teachers.

The administrators of schools with low dropout rates responded more strongly than their students but less strongly than did their teachers.

TABLE LXVIII
ADMINISTRATORS' REACTIONS TO THE STATEMENT,
"PERSONAL PROBLEMS CAUSE STUDENTS
TO DROP OUT"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	0	0	1	12.5	1	6
Neutral	0	0	0	0	0	0
Agree	8	100	7	87.5	15	94
Totals	8	100	8	100	16	100

Parental Support of School Activities

The literature reviewed indicated that parental action is influential in dropout behavior; therefore, students, teachers and administrators were asked to indicate if parents of their students actively support school activities. The general response of both schools with high and low dropout rates was that they do. However, the teachers and administrators of schools with high dropout rates indicated disagreement in contrast to the agreement of the students of schools with high dropout

rates and all respondents from schools with low dropout rates. As portrayed in Table LXIX, there appeared to be more consensus among the students of both schools with high and low dropout rates, than with either other sub-group that parents do actively support school activities.

TABLE LXIX
RESPONSES TO THE STATEMENT, "PARENTS
OF OUR STUDENTS ACTIVELY SUPPORT
SCHOOL ACTIVITIES"

Group	Schools With High Dropout Rates			Schools With Low Dropout Rates		
	Mean*	SD	Var.	Mean*	SD	Var.
Students	4.40	2.00	4.01	4.70	1.91	3.65
Teachers	3.38	2.07	4.30	4.64	2.19	4.81
Administrators	3.88	1.89	3.55	5.38	1.51	2.27
Total Responses	4.24			4.70		

*Scale, 1=Strongly Disagree to 7=Strongly Agree

The students from schools with low dropout rates indicated a stronger positive response, 56 percent, to their parents supporting school activities than did the students from schools with high dropout rates, 53 percent. However, the difference between the groups was not

significant; the majority of both groups of students did agree that parents do actively support school activities, as reported in Table LXX.

TABLE LXX
STUDENTS' REACTIONS TO THE STATEMENT, "PARENTS
OF OUR STUDENTS ACTIVELY SUPPORT
SCHOOL ACTIVITIES"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	67	33	52	25	119	29
Neutral	28	14	41	19	69	17
Agree	106	53	120	56	226	54
Totals	201	100	213	100	414	100

Total chi square = 4.86, with 2 df., prob. > chi square = 0.09

The majority of the teachers, 56 percent, from schools with high dropout rates indicated that they felt parents of the schools do not support school activities; conversely, the majority of the teachers, 60 percent, from schools with low dropout rates indicated they felt parents of the schools do support school activities. As illustrated in Table LXXI, the teachers from schools with low dropout rates reflected

much stronger agreement with the students from their schools than did the teachers from schools with high dropout rates.

TABLE LXXI
TEACHERS' REACTIONS TO THE STATEMENT, "PARENTS
OF OUR STUDENTS ACTIVELY SUPPORT
SCHOOL ACTIVITIES"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	19	56	25	33	44	40
Neutral	2	6	5	7	7	7
Agree	13	38	45	60	58	53
Totals	34	100	75	100	109	100

Total chi square = 5.05, with 2 df., prob. > chi square = 0.08

The difference in the responses of the administrators of schools with high and low dropout rates is shown in Table LXXII. While only 50 percent of the administrators of the schools with high dropout rates agreed that parents of their students actively support school activities, 87.5 percent of the administrators of the schools with low dropout rates did so.

TABLE LXXII

ADMINISTRATORS' REACTIONS TO THE STATEMENT,
 "PARENTS OF OUR STUDENTS ACTIVELY
 SUPPORT SCHOOL ACTIVITIES"

Response	Schools With High Dropout Rates		Schools With Low Dropout Rates		Totals	
	No.	Percent	No.	Percent	No.	Percent
Disagree	2	25	1	12.5	3	19
Neutral	2	25	0	0	2	12
Agree	4	50	7	87.5	11	69
Totals	8	100	8	100	16	100

Quantitative Summary

The questionnaire responses indicated that governmental and legal factors, like the compulsory attendance laws, need re-examination and reclarification. One administrator stated he does not count a student as a dropout if the youth was past age 12 and had a low intelligence quotient. Another administrator indicated that the school counts no student as a dropout if the youth had been a discipline problem prior to dropping out because such students don't belong in school anyway. Both of these administrators were functioning in schools with high dropout rates. Almost all of the administrators indicated that the judicial system does not support the school in attempts to return students to school after age 16, and, therefore, they interpret the law to read

compulsory to age 16. The current law requires compulsory attendance to age 18, with some qualifications. Legislation was reported to lack provisions for interpretation, enactment and enforcement which are relatively uniform throughout the State.

Early identification of potential dropouts and prescriptive educational program planning were recommended to be initiated in elementary school and continued through high school according to the questionnaire results. Career education and vocational education were the most common and consistent recommendations by all responses. Both of these are being included under other variables because the implications were that they should be initiated at the elementary school level and continued through the high school level, which would involve legislative action as well as action on the parts of elementary and junior high schools.

Health screening and services for the local public high schools was also a questionnaire recommendation.

The total response of students and teachers of schools with high dropout rates differed significantly at the .05 level of probability from the total responses of students and teachers of schools with low dropout rates regarding personal problems being the cause of students dropping out of school. Administrative responses tended to follow the same pattern. The schools with low dropout rates gave the strongest response that personal problems cause students to drop out; however, the majority of both groups agreed.

In regard to parental support of schools, the teachers and administrators of schools with low dropout rates were more positive than the teachers and administrators of schools with high dropout rates. Both

students from schools with high and low dropout rates felt their parents supported the schools.

The administrators of schools with high dropout rates perceived more other variables as means for improving student retention than did the administrators of schools with low dropout rates.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Conclusions

The purpose of this study was to develop a theoretical model and to collect and organize data to describe public high school organizational characteristics and adaptations and student characteristics and adaptive behaviors in public high schools with high dropout rates compared with public high schools with low dropout rates in the State of Oklahoma during the 1973-74 school year. The summary and conclusions will be made in sequence with the original objectives of the study.

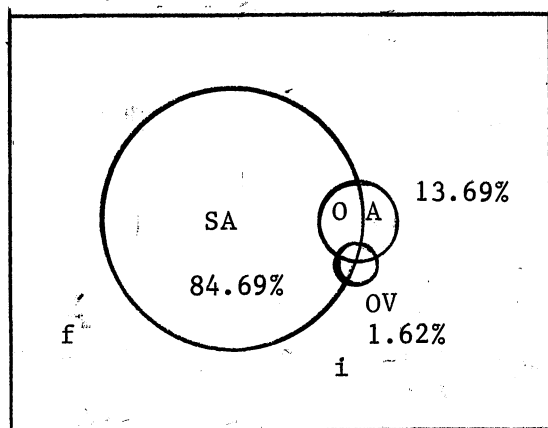
Objective One

To adapt current constructs to develop a theoretical framework from which to organize observations and analyze dropout behavior in the State of Oklahoma in terms of the public high school organization and student characteristics and adaptations.

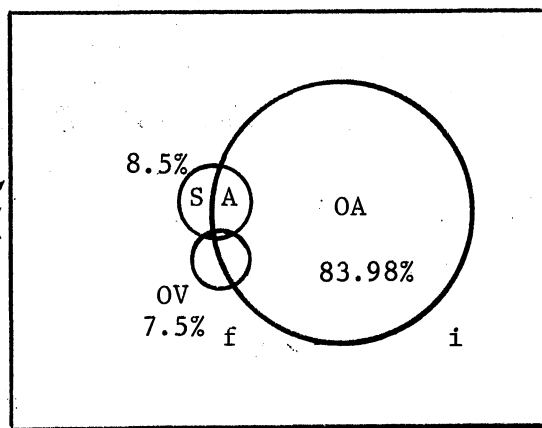
The dropout model and the modified dropout model presented on page 25 were found helpful and useful. They have been adapted in this chapter to include sets of other variables found to be interacting with the student and organizational variables. The models have been further adapted to portray the generalized incongruity between the perceived causes of dropouts as being predominately student related while the perceived solution was reported as organizationally related. There was a magnification of student characteristics and adaptations as the cause of

dropout behavior and a magnification of public high school organization characteristics and adaptations as the potential solution to reducing dropout behavior. Figure 5 presents the adapted modified dropout model to portray the fact that students, teachers and administrators listed 84.69 percent of the causes of dropout behavior as student characteristics and adaptations. Only 13.69 percent of the causes of dropouts dealt with organizational characteristics or adaptations and 1.62 percent with other variables.

DIAGNOIS* (Perceived Cause)



PRESCRIPTIVE THERAPY*



≠

f = a functional relationship

SA = a set of student characteristics and adaptations

OA = a set of organizational characteristics and adaptations

OV = a set of other variables

i = interaction between

□ = public high schools, as Type IV organizations
(clients do not select organization; organization
does not select clients)

≠ = is not the same as

*by sampled students, teachers and administrators

Figure 5. Incongruence of Diagnosis of Dropout Problem and Prescriptive Recommendations for Reducing Dropouts

Conversely, the recommendations of students, teachers and administrators for reducing dropout behavior dealt predominately with organizational variables. The majority (83.98 percent) of the recommendations for reducing dropout behavior were organizational variables, while only 8.5 percent were related to students and 7.52 percent to other variables.

The model was adapted by increasing or decreasing the size of the set (circle) to reflect the percentage of responses dealing with the particular set of variables. Another set of "other variables" was added to the original model. It should be pointed out that the organizational characteristics and adaptations are directed and controlled by public high school administration.

Figure 6 presents a detailed breakdown of the incongruity of responses between the perceptions of students, teachers and administrators for causes of dropout and recommendations for improving retention. This cause-solution difference is in conflict with logical problem solving which requires the cause of the problem to be the precursor or forerunner to the solution. The significance of these findings should not be understated because prescriptive therapy will be made in a consistent, coherent manner when the perceived cause is related to the planned and enacted solutions.

Further, some other variables were reported as significant both in the qualitative and quantitative data included in Chapter VI. Among the other variables were the legal causes of dropout such as the need for enforcing laws regarding dropouts. The administrators in schools with high dropout rates stated that our government encourages dropout behavior and, further, that our educational system has created a society

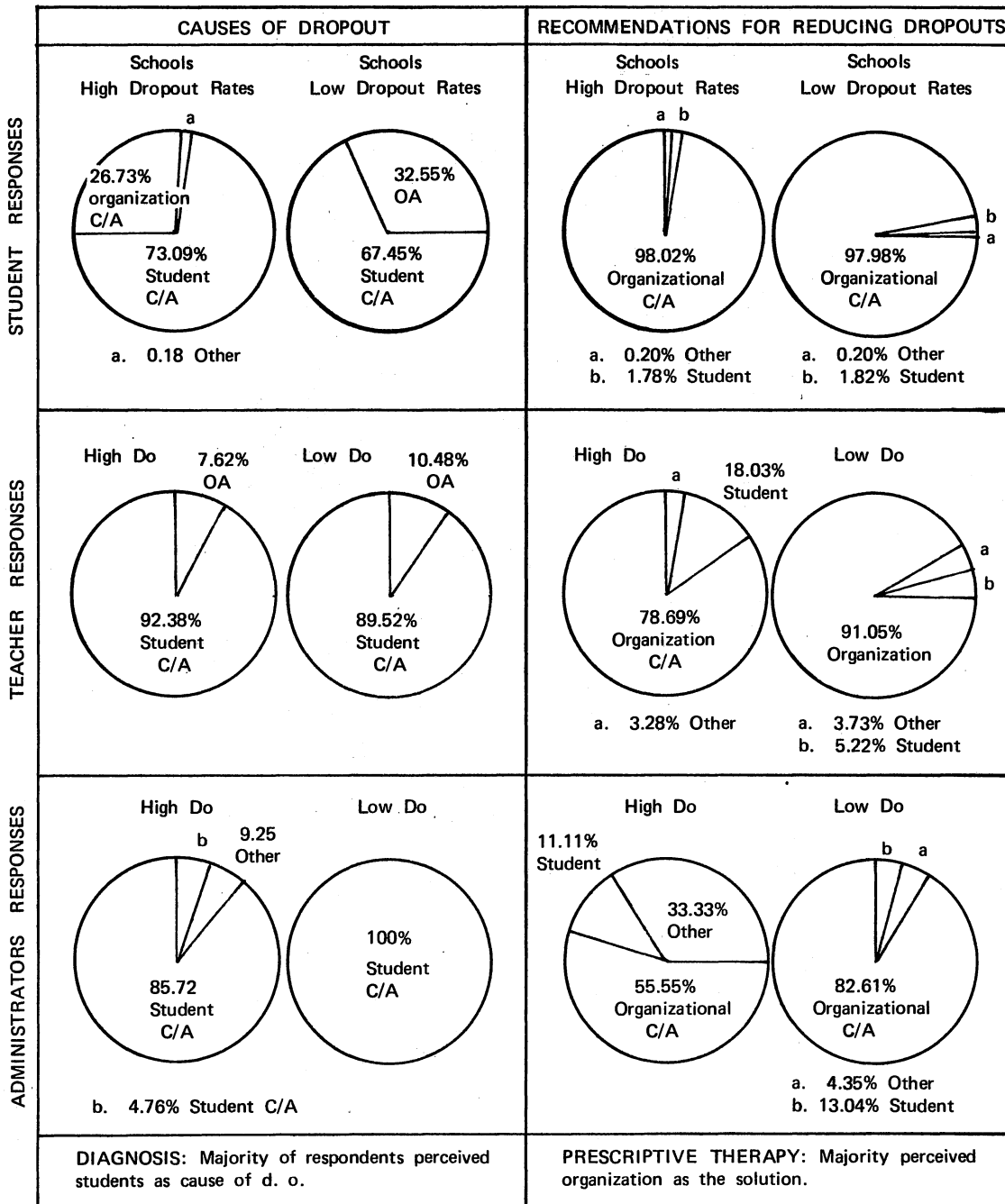


Figure 6. Causes of Dropout and Recommendations for Reducing Dropout

which encourages dropout behavior. During interviews, the administrators also cited average daily attendance as the basis of educational financing to be a significant cause of dropout behavior.

The students' recommendations for reducing dropout behavior included screening for visual, hearing and other learning difficulties, and also stricter laws regarding alcohol. The teachers' recommendations for reducing dropout behavior included elementary school action with students who appear to be having difficulty adjusting to the school environment, a full-time psychiatrist and enforcement of existing laws. A reduction in the number of years of required school was also suggested.

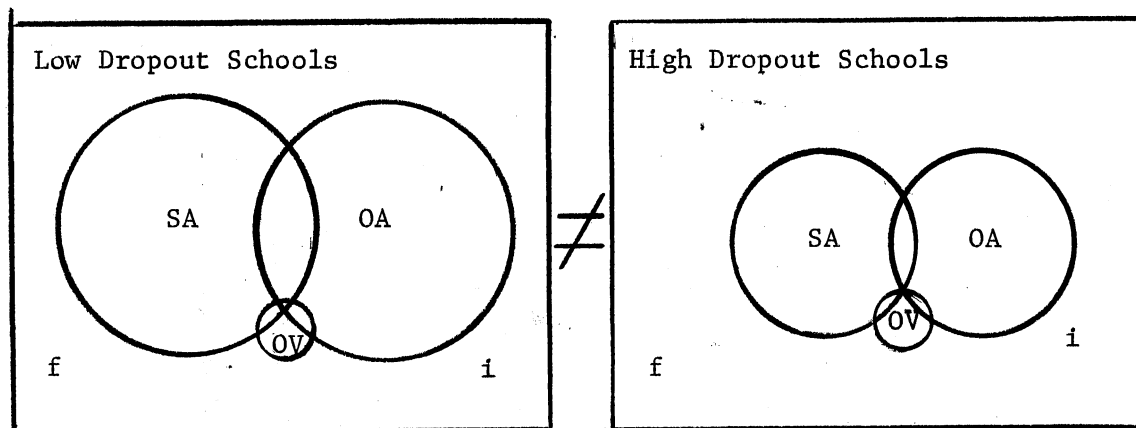
The administrators' recommendations for reducing dropout behavior included educating parents, career education beginning in elementary school, freeing the administrator to be an administrator, giving financial assistance to students who meet their educational objectives rather than to those who don't and providing more assistance to students in elementary school.

Objective Two

To compare organizational characteristics and adaptations of public high schools with high dropout rates with public high schools with low dropout rates.

- 2.1. To compare the organizational climate of public high schools with high dropout rates with public high schools with low dropout rates.

The organizational climate in the public high schools with high dropout rates was different from the climate in the public high schools with low dropout rates. The sets of student, organizational and other variables interacting which were different as perceived from qualitative and quantitative data are portrayed in Figure 7.



- f = a functional relationship
 SA = a set of student characteristics and adaptations
 OA = a set of organizational characteristics and adaptations
 OV = a set of other variables
 i = interaction between
 □ = public high schools as Type IV organizations
 (do not select their clients; clients do not
 select the school)
 ≠ = is not the same as

Figure 7. Remodified Dropout Model

The researcher experienced more positive feelings about the general organizational variables in the schools with low dropout rates and more negative feelings about some of the organizational variables in the schools with high dropout rates. Among the most significant variables which contributed to the negative feelings were the negativism of the administrators in most of the high dropout rate schools; one of which verbally downgraded his own students, teachers, community, our society and our government. The interview data and the questionnaire data supported the fact that there were variables in the schools with high dropout rates which were different from the schools with low dropout rates. These differences are shown in Table LXXVIII.

TABLE LXXIII
CHARACTERISTICS AND ADAPTATIONS OF
HIGH AND LOW DROPOUT RATE SCHOOLS

Schools With Low Dropout Rates	Schools With High Dropout Rates
<u>Organizational Characteristics and Adaptations</u>	
Positive organizational climate	Less positive organizational climate
Segregation not observed	Segregation observed
Low goal displacement	High goal displacement
High side payments	Low side payments
<u>Student Characteristics and Adaptations</u>	
High receptive adaptation	Low receptive adaptation
High side payment adaptation	Low side payment adaptation
Low situational retirement	High situational retirement
Low rebellious adjustment	High rebellious adjustment
Low dropout adaptation	High dropout adaptation
<u>Administrative Behaviors</u>	
Positive attitude	Negative attitude
Supportive of school variables	Nonsupportive of school variables
Assumed leadership to find solutions	Denied possibilities of solutions
Involved community and students	Low involvement of community and students

- 2.2 To compare segregation of students in schools with high dropout rates with segregation of students in schools with low dropout rates.

The students in low dropout rate schools were afforded access to all offered educational programs. Students were not observed or reported to have been placed in special programs based on discipline, ability or any other segregating basis.

None of the causes of dropout behavior listed by students, teachers or administrators dealt with the concept of segregation. However,

placing slower learners in special classes was listed as a recommendation for reducing dropout behavior by less than ten percent of the students and teachers and none of the administrators. In response to the statement, "Slower learners in school are put into special classes," the mean response of all respondents from the high dropout rate schools indicated agreement with the statement. The mean response of students, teachers and administrators of low dropout rate schools disagreed.

There were instances in the high dropout rate schools where students were assigned to vocational education programs with remedial instruction in basic education. Inasmuch as the students did not have the option to select these classes, this would be a form of segregation.

- 2.3. To compare preferential treatment of students in public high schools with high dropout rates with preferential treatment of students in public high schools with low dropout rates.

Preferential treatment appeared between public high schools with high and low dropout rates. Students in low dropout rate schools were not treated like students in high dropout rate schools. The low dropout rate schools tended to operate under a philosophy of "success for every student," which was verbalized by some of the teachers and administrators and demonstrated by the low dropout rates. The same treatment did not appear available in the high dropout rate schools where administrators expressed negativism. Further, the teachers and administrators expressed their many frustrations and often despair, to the extent that one principal and two teachers confided that they plan to leave education totally as a profession because of their negative experiences.

Preferential treatment was not observed within any one school or within a specific group of either high or low dropout rate schools.

There were instances of segregation observed in the schools with high dropout rates, like the use of three study halls a day for an individual student. Further, the use of vocational education on an assigned basis would be another example of the public high school organization placing students in ways to remove them from the mainstream where their adaptation perhaps had been less than complete.

- 2.4. To compare goal displacement of public high schools with high dropout rates with goal displacement of public high schools with low dropout rates.

There was a difference between high and low dropout rate schools in goal realization in terms of dropout behavior. Further, there was a difference in observed student behaviors in the schools with high and low dropout rates.

In the schools with low dropout rates, the students demonstrated communication, involvement, adaptation, vocalization and socialization, more than did the students in the schools with high dropout rates. Inasmuch as the school's responsibility to the individual includes a fundamental belief in individual worth and preparation of the individual to attain a worthwhile place in society, these student behaviors would reflect the fact that the schools with low dropout rates were more nearly meeting their goals than those with high dropout rates.

The students in the schools with low dropout rates were equally or more critical of their own school systems than were the students from the schools with high dropout rates. In surveying the total situation, the researcher believes that this was not an indication of satisfaction on the part of the students from schools with high dropout rates, but rather a further reflection of the student apathy which existed in the schools with high dropout rates.

There was more goal displacement observed in the public high schools with high dropout rates as evidenced by the emphasis on external forms of discipline and the greater amount of time spent by teachers and administrators in maintaining discipline. The emphasis appeared to be control of behavior rather than teaching students how to control their own behavior by providing experiences for decision making, communications and development of behaviors.

Objective Three

To compare student behavioral adaptations in schools with high dropout rates with student behavioral adaptations in schools with low dropout rates.

- 3.1. To compare the receptive adaptation of students in schools with high dropout rates to the receptive adaptation of students in schools with low dropout rates.

The questionnaire findings indicated that the students of both high and low dropout rate schools and the teachers and administrators of high dropout rate schools perceived students as not caring about school or not acting like they do.

In contrast the teachers and administrators of schools with low dropout rates indicated they felt most students do care about school or they act like it.

From the researcher's observations and interview findings, there seems to be a generalized vocalization by students of their dislike for school.

The observations in the low dropout rate schools did not reveal student behavior which demonstrated generalized avoidance behavior or rebellious behavior. The students in low dropout rate schools appeared

to be receptively adapting to the public high school environment and there was high participation in school activities.

Students in the high dropout rate schools demonstrated low receptive adaptation by their apathy, rebellious behavior and higher dropout behavior.

- 3.2. To compare the side-payment adaptation of students in schools with high dropout rates to the side-payment adaptation of students in schools with low dropout rates.

The side-payments in public high schools with low dropout rates were much greater than the side-payments in high dropout rate schools. In addition to more extra-curricular activities for the students, there was more home, school and community involvement in schools with low dropout rates.

- 3.3. To compare the situational retirement of students in schools with high dropout rates to the situational retirement of students in schools with low dropout rates.

The situational retirement, where students came to school but did not actively participate, even in classroom activities, was higher in high dropout rate schools.

- 3.4. To compare the rebellious adjustment of students in schools with high dropout rates to the rebellious adjustment of students in schools with low dropout rates.

The rebellious adjustment of students in high dropout rate schools was evidenced more frequently than in low dropout rate schools, both during observations and interview findings.

- 3.5. To compare the dropout adaptation of students in schools with high dropout rates to the dropout adaptation of students in schools with low dropout rates.

Dropout behavior was higher in schools with high dropout rates by nature of the definition.

Objective Four

To compare administrative behaviors of schools with high dropout rates to the administrative behavior in schools with low dropout rates.

In the schools with low dropout rates, the administrators stated that they had maximized the student, parental, and community involvement "by taking the initiative." Increased adaptation was demonstrated by the low dropout rate schools and by the organization in the schools with low dropout rates, where the philosophy was stated and the goals were "success for every student," "respect for students," and "treating students as valuable." This philosophy was reflected in the interviews, the observations, and in the administrative responses to the questionnaires. Rather consistently, the administrators of schools with low dropout rates demonstrated more positivism and initiative in finding constructive solutions than the administrators of schools with high dropout rates.

Recommendations

To increase the availability of comprehensive data, enabling more accurate assessment of the dropout situation in the State of Oklahoma, the author encourages the initiation of the following action, many of which were recommended by interviewees.

1. Re-assess and reclarify the legislation regarding compulsory attendance (School Laws of Oklahoma, Section 145-147). This recommendation is based on the fact that schools are now interpreting the law differently. Some administrators indicated that the number of loopholes and the lack of enforcement make the law relatively meaningless. This variance of interpretation

affects the identification, reporting and action taken to deal with the dropout. Some administrators indicated they do not count discipline problem students as dropouts because they do not belong in the school anyway. One administrator indicated that if students were above 12 years of age and limited in learning ability, no attempts were made to enforce attendance because there was little more the schools could do to help them anyway. The major consensus of opinion was that if the student was above age 16, little could be done to force school attendance, so schools do not try. If students live in the community but fail to register in the fall, they are not currently counted as dropouts. These wide variances in interpretations of the law render the law rather meaningless, in essence, and result in local determinations which are difficult to assess, study or deal with on a statewide basis.

2. Identify and specify the locus of responsibility for identification, reporting and dealing with the dropout situation (House Bill No. 1541). At the time of this writing, the definition of a dropout varied at the local level. Further, the system for reporting dropouts varied with local schools. Some schools were reporting on a monthly basis, some on a semester basis and some had not reported dropouts at all. Further, enrollments are not required in the State Department of Education until Spring of each year. By that time, many of the dropouts have already occurred. A more accurate system of reporting is necessary to fully and clearly identify the real dropout situation in the State of Oklahoma. The question of dealing

with the dropout was even more ambiguous. Most administrators indicated they would contact the parents and talk with them, along with talking with the students. However, the consensus of opinion tended to be that to do more than this would possibly result in personal repercussions to the administrators which they were unwilling to risk.

In order to increase the understanding of the organizational variables as they affect student retention, it is encouraged that:

3. An evaluation of public high schools in the State of Oklahoma be revised to involve students, teachers and the community. The real question involved in education is not only the process of educating, but the product--the terminal behaviors of the students who are participating in the process. Dropout behavior should be one of the factors in school evaluations, along with productive behaviors evidenced in measurable terms. Students, the teachers and the community could add new dimensions to the evaluation process.

The following recommendations are submitted toward the function of reducing dropout behavior.

4. The state provide and monitor the effectiveness of local school and judicial support of enacted legislation. Having established legislation (School Laws of Oklahoma, Section 145-147 and House Bill 1541), the State needs to adopt a system for determining follow-up at the local level. For both of these pieces of legislation, the researcher found wide variances of interpretation and application among the local schools which were not consistent with the legal requirements.

5. Provide feedback to the local schools of the evaluations of their programs. Local school administrators and school boards currently participate in their own school evaluations, which do not emphasize the requirements nor the responsibilities of the schools to effect positive behavioral changes in high school students. "Success for every student," for example, was an expressed goal by the schools with low dropout rates, but not those with high dropout rates. Local schools should be informed of their requirements and of their success or failure in meeting these requirements. As evidenced in this report, administrators were often more positive about school variables than either students or teachers. Until administrators become cognizant of their roles and influences on dropout behavior, it is unlikely they will initiate change.
6. The State legislature consider, plan and implement a state-wide system for provision of career education from K-12 and increased vocational education options and availability for all junior high and high school students. This recommendation is submitted as a general consensus of the opinion of students, teachers and administrators of all the schools included in this study. It was believed students needed to become more aware of career options from the elementary school level, that they needed more opportunities to explore more career options, and that some students would respond favorably and productively to vocational education when they would not to the traditional curriculum.

7. A statewide educational program is recommended to disseminate exemplary programs and ideas which have demonstrated effectiveness in the reduction of dropouts. These programs are recommended to be presented to total communities--students, parents, administrators and interested community members simultaneously. All of these groups need to identify, be encouraged to assume, and assume their share of responsibility in the planning, organization, support and evaluation of local schools. Many workshops have been held for the teachers and administrators in some of the schools with high dropout rates, but there was little evidence of a positive change of behavior. The researcher believes that if the total community were involved, as initiated and implemented in schools with low dropout rates, more effective utilization of our public schools would occur. The following organizational variables, found in schools with low dropout rates, could be the initial basis of these educational programs:

- A. Increased side-payments: Extra-curricular activities
- B. Decreased preferential treatment: Options available for a variety of student goals; students participate in selection of their own goals; success and recognition for every student"
- C. Increased goal realization: "Success for every student"
- D. Increased adaptation: Increased initiative on the part of local schools to involve

students, faculty, parents and community members into planning, decision-making and provisions to meet local educational needs, as was demonstrated particularly by the administration of the school with the second lowest dropout rate.

E. Decreased segregation: All programs available to all students; consideration of "problem students" as part of the organization.

8. A reassessment and reorganization of the financial basis of schools to provide greater equality of educational opportunity for all public high school students in the State of Oklahoma. Local administrators complained of the current system of financing based on average daily attendance of pupils, and stated their opinions that financing affects their ability to provide quality education.

These recommendations are submitted toward the realization of an adequate and equal educational opportunity for all Oklahoma citizens toward the goal of education as cited by Hamblin (1961):

The ultimate educational goal of a society that respects the rights of an individual is, regardless of its educational standards, or patterns, to enable each young person to go as far as his aptitudes will permit in fundamental skills and knowledge, and, at the same time, to motivate him to continue his own self-development to the full, for the benefit of himself and of society, present and future.

Recommendations for Further Research

As the educational system needs to adapt to changes in the environment and seeks continually to upgrade its performance, research is needed continually to evaluate and make recommendations for revisions in the educational components and processes toward increasingly effective achievement of an educational system that will provide an adequate educational opportunity for all.

Further research is recommended to explore each of the findings, conclusions and recommendations which evolved out of this study. The modified dropout model and the concepts of dropout behavior as the result of a functional interaction of student, organizational and other variables are recommended for further exploration.

Many other questions came to the researcher's mind during this study; these are presented as areas for further research:

1. What are the effects of local school boards on dropout behavior?
2. Would less than 12 years compulsory education be desirable or advisable in the State of Oklahoma?
3. Does local autonomy of school districts contribute to inequality of educational opportunities for some Oklahoma citizens?
4. Were there significant variables contributing to dropout behavior undisclosed by this study?

The list could be carried on indefinitely. There is a need for further research as a predecessor to effecting Oklahoma's dream of equal educational opportunity for all who want or can benefit from education through the high school level.

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APPENDIX A

TRANSPORTATION

tion 143. Report — School Population of District. It shall be the duty of the superintendent of schools or a person designated by the board of education of each school district, except area vocational and technical districts, to report to the State Board of Education, district board of education and to the county superintendent of schools, on forms furnished for that purpose, the legal enrollment of the original entries of kindergarten through the twelfth grade as of April 1 of each year which shall be used as the school population of each school district. Such report shall be filed not later than the first day of May each year. (70-10-103)

Enumeration reports filed with inspected and copied for lawful purposes. County Superintendent of Schools may be April 21, 1955.

Section 144. State Treasurer and Secretary of School Land Department — Report. Immediately upon receipt of the report of school population from the various school districts, it shall be the duty of the State Board of Education to file with the State Treasurer and Secretary of the School Land Department a report, duly certified, showing the number of the school population in each school district and the report so filed shall be the basis for making the apportionments of state school land earnings during the following fiscal year. (70-10-104)

Section 145. Neglect or Refusal to Compel Child to Attend School. A. It shall be unlawful for a parent, guardian, custodian or other person having control of a child who is over the age of seven (7) years and under the age of eighteen (18) years, and who has not finished four (4) years of high school work, to neglect or refuse to cause or compel such child to attend and comply with the rules of some public, private or other school, unless other means of education are provided for the full term the schools of the district are in session; and it shall be unlawful for any child who is over the age of sixteen (16) years and under the age of eighteen (18) years, and who has not finished four (4) years of high school work, to neglect or refuse to attend and comply with the rules of some public, private or other school, or receive an education by other means for the full term the schools of the district are in session. Provided, that this section shall not apply:

1. If any such child is prevented from attending school by reason of mental or physical disability, to be determined by the board of education of the district upon a certificate of the school physician or public health physician, or, if no such physician is available, a duly licensed and practicing physician,
2. If any such child is excused from attendance at school, due to an emergency, by the principal teacher of the school in which such child is enrolled, at the request of the parent, guardian, custodian or other person having control of such child, or
3. If any such child who has attained his or her sixteenth birthday is excused from attending school by written, joint agreement between

- a. the school administrator of the school district where the child attends school, and
- b. the district judge of the county in which the child lives. Provided, that in counties where a judicial officer other than the district judge is charged by law with the handling of the problems of juvenile persons, such judicial officer shall have the authority to make the joint agreement with the school administrator. Provided, further, that no child shall be excused from attending school by such joint agreement between a school administrator and a county judicial officer unless and until it has been determined that such action is for the best interest of the child and/or the community, and that said child shall thereafter be under the supervision of the district judge or the judicial officer in counties where a judicial officer is charged by law with the handling of the problem of juvenile persons until the child has reached the age of eighteen (18) years.

B. It shall be the duty of the attendance officer to enforce the provisions of this section. Any parent, guardian, custodian, child or other person violating any of the provisions of this section shall be guilty of a

TRANSPORTATION

misdeemeanor, and upon conviction thereof shall be punished by a fine of not more than Fifty Dollars (\$50.00), or by imprisonment in the county jail for not more than ten (10) days, or by both such fine and imprisonment. (70-10-105)

A married person who is less than 18 years of age is not subject to compulsory school attendance requirements. September 17, 1949.

The fact that a person between the ages of 16 and 18 years is the sole support of his family does not relieve such person from compulsory school attendance requirements. September 17, 1949.

Attendance of school age child at public school not compulsory if child is receiving equivalent instruction by correspondence for full term the district school is in session, and if the instruction by correspondence is not for the purpose of evading the proper education for the child. June 28, 1950.

Prosecution for violation of compulsory school attendance law should be brought in county where parents reside, and not in county in which public school the child is eligible to attend is located. November 8, 1952.

Children attending commercial colleges in good faith and receiving instruction equivalent to that given in public schools do not violate compulsory school attendance law. February 5, 1953. County Attorney can file complaint for violation of compulsory school law without authorization or verification of supervisor of school census and attendance. 306 P. 2d 346.

Section 146. Records of Attendance of Pupil. It shall be the duty of the principal or head teacher of each public, private or other school in the State of Oklahoma to keep a full and complete record of the attendance of all children at such school and to notify the attendance officer of the district in which such school is located of the absence of such children from the school together with the causes thereof, if known; and it shall be the duty of any parent, guardian or other person having charge of any child of compulsory attendance age to notify the child's teacher concerning the cause of any absences of such child. Such attendance officer and teacher shall be required to report to the school health officer all absences on account of illness with such information respecting the same as may be available by report or investigation; and after investigation of all facts relating to the absence of any child or children from such school, the attendance officer shall, if justified by the circumstances, promptly give written notice to the parent, guardian or custodian of any child who has not complied with the provisions of this article, that the attendance of such child is required at some public, private or other school as herein provided. If within five (5) days thereafter such parent, guardian or custodian of such child does not comply with the provisions of this article, then such attendance officer shall make complaint against the parent, guardian or custodian of such child in a court of competent jurisdiction for such violation, which violation shall be a misdemeanor. (70-10-106)

Section 147. Rules and Regulations. In any matter pertaining to the duties of the attendance officer and keeping records thereof, the board of education of the district shall make rules and regulations subject only to the limitations of the regulations of the State Board of Education and of the law, which shall have the force and effect of law, and all attendance officers are hereby required to comply with all such rules and regulations the same as if they had been specifically mentioned herein. (70-10-107)

Section 148. Necessary Travel Expenses. The attendance officer or assistants shall receive, in addition to their salaries, all necessary travel expenses incurred by them in the performance of their official duties. (70-10-108)

HOUSE OF REPRESENTATIVES
THURSDAY, JANUARY 20, 1972

House Bill No. 1541

As Amended

HOUSE BILL NO. 1541, as amended—By WILLIAMSON of the House and MURPHY of the Senate.

AN ACT RELATING TO SCHOOLS; REQUIRING REPORTS TO VOCATIONAL AND TECHNICAL SCHOOLS OF WITHDRAWING PUPILS; AND SETTING AN EFFECTIVE DATE.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

1 SECTION 1. It shall be the duty of the principal or head
 2 teacher of each public, private *school accredited by the*
 3 *State Department of Education* or other secondary school
 4 and the head of each public or private *accredited institu-*
 5 *tion of higher education in the State of Oklahoma to imme-*
 6 *diately notify the State Director of Vocational and Tech-*
 7 *nical Education of the name, address and age of any*
 8 *pupil withdrawing from each school or institution. Such*

1 report shall be made on forms prescribed and furnished
 2 by the State Director of Vocational and Technical Educa-
 3 tion.

4 SECTION 2. This act shall take effect October 1, 1972.
 5 COMMITTEE REPORT BY: COMMITTEE ON EDUCA-
 6 TION, COMMON, dated 1-19-72—DO PASS, As Amended.

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CAPITALIZED language denotes Amendments to present Statutes.

Italicized language denotes Committee Amendments.

Brackets and **[Italicized]** denotes deletion from present statutes.

APPENDIX B

- | | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> |
|---|----------|----------|----------|----------|----------|----------|----------|
| 10. Our school provides health screening, services and follow-up..... | / | / | / | / | / | / | / |
| 11. Slower learners in school are put into special classes..... | / | / | / | / | / | / | / |
| 12. Students help plan their program of study... | / | / | / | / | / | / | / |
| 13. Counselors provide helpful support and guidance for students..... | / | / | / | / | / | / | / |
| 14. Our school has an effective dropout prevention system..... | / | / | / | / | / | / | / |
| 15. Our school stimulates and challenges students to creativity..... | / | / | / | / | / | / | / |
| 16. Our school climate encourages students to voice their opinions..... | / | / | / | / | / | / | / |
| 17. Our administration changes the school to meet needs of students..... | / | / | / | / | / | / | / |
| 18. Parents of our students actively support school activities..... | / | / | / | / | / | / | / |
| 19. Our curriculum is integrated (e.g. English concepts taught in vocational classes and vice versa)..... | / | / | / | / | / | / | / |

20. Please list three recommendations for improving student retention:

1. _____
2. _____
3. _____

*1-Strongly Disagree	2-Moderately Disagree	3-Slightly Disagree
4-Neutral		
5-Slightly Agree	6-Moderately Agree	7-Strongly Agree

THANK YOU!

THE PUBLIC HIGH SCHOOL ORGANIZATION

Community in which school is located:

Geographical location: Rural _____ Urban _____ Suburban _____

Community Population: _____ Part of an S.M.A. _____

Main source of community revenue: _____
(principle function of community)

Stable community _____ Mobile community _____

Local autonomy Independent 0 1 2 3 4 Dependent

Coincidence of Service Areas Coincide 0 1 2 3 4 Differ

Psychological Identification With Locality Strong 0 1 2 3 4 Weak

Horizontal Pattern Strong 0 1 2 3 4 Weak

Growing economy _____ Stable economy _____
Diminishing economy _____

SCHOOL CHARACTERISTICS:

Per capita evaluation of school _____

Total No. Students _____	Sex: No. Male _____	No. Female _____
	Race: White _____	Minority _____
No. Teachers _____	Sex: No. Male _____	No. Female _____
	Race: White _____	Minority _____
No. Administrators _____	Sex: No. Male _____	No. Female _____
	Race: White _____	Minority _____
No. Counselors _____	Sex: No. Male _____	No. Female _____
	Race: White _____	Minority _____
No. Remedial Instructors _____	Sex: No. Male _____	No. Female _____
	Race: White _____	Minority _____

Number Programs: (Types) _____ Average Teacher/Student Ratio _____

No. General education classes _____
No. Remedial education classes _____
No. Vocational education classes _____
No. Integrated curriculum classes _____
No. Special education classes _____

TOTAL STUDENT POPULATION: _____ No. Dropouts 1973-74 _____
Percent Dropout _____

- b. SOCIAL MALADJUSTMENT
- Limited participation in extra-curricular activities Yes ___ No ___
 - Feeling of not belonging Yes ___ No ___
 - Low economic status Yes ___ No ___
 - Poor personal adjustment Yes ___ No ___
 - Non-acceptance by peer group Yes ___ No ___
 - Poor self-image Yes ___ No ___
 - Few friends, associates Yes ___ No ___
 - Distrustful and resentful toward adults Yes ___ No ___
 - Difficulty in community (e.g., law) Yes ___ No ___
 - Pregnancy Yes ___ No ___
- c. PHYSICAL MALADJUSTMENT
- Frequent illness Yes ___ No ___
 - Hearing Disability Yes ___ No ___
 - Speech disability Yes ___ No ___
 - Mental disability Yes ___ No ___
 - Low aptitude Yes ___ No ___
 - Easily fatigued Yes ___ No ___
 - Crippling handicap Yes ___ No ___
- d. FAMILY SITUATION
- Generally from a weak or broken home Yes ___ No ___
 - From a low-income group (generally trade or labor occupations) Yes ___ No ___
 - Education of parents generally 8th grade or lower Yes ___ No ___
 - Often there are 5 or more children in the family Yes ___ No ___
 - Attitude of parents toward graduation is negative Yes ___ No ___

(Check if
have system)

(System for
PREVENTION
of Dropouts)

6. Does your school have a SYSTEM for the PREVENTION OF DROPOUTS?
Yes ___ No ___ Partial ___
- a. What is your ratio of school counselors per number of full-time students? _____
- b. What are the functions of school counselors in the prevention of dropouts?
- (1) Are student profiles kept? Yes ___ No ___ If so, how are they used? _____
How frequently? _____
- (a) Would you be able to provide them for this year's dropouts, deleting names? Yes ___ No ___
- (2) Do you have a counseling program based on a testing program?
- (a) IQ Yes ___ No ___
- (b) Achievement Yes ___ No ___
- (c) Aptitude Yes ___ No ___
- (d) Interest tests
(vocational) Yes ___ No ___
- (e) Vocational
maturity tests Yes ___ No ___
- (f) Other _____ Yes ___ No ___
- c. What is your ratio of remedial reading teachers to number of students? _____
- What is your ratio of remedial math teachers to number of students? _____
- d. What other student supportive personnel do you have? (Name) _____
(Ratio to Students) _____
- e. What is the basis and format of your program planning for students?
- (1) Based on student profiles? Yes ___ No ___ Testing Scores? Yes ___ No ___
Performance to Date? Yes ___ No ___
- (2) System for recording student-expressed goals? Yes ___ No ___
- (3) Evaluation of how well students met personally-stated goals? Yes ___ No ___
How Often _____
- (4) What is the availability of student request programs? _____
Is it a problem that students want programs that are not available? _____
How do you determine this? _____

- f. How many of your programs are individualized instruction? _____
 What is your total number of programs (courses)? _____
 (1) What is your philosophy regarding individualization of instruction?
 (2) What would you say are the main two restrictions from having individualization of instruction _____ and _____
 (3) What action have you taken to individualize instruction and what were the results?

- g. What is your system for health screening, services and follow-up? What is your ratio of support personnel to number of students?

	Ratio	Type of Action
(1) Health screening staff	_____	_____
(2) Health services staff	_____	_____
(3) Health follow-up staff	_____	_____
(4) Communication with counselors? (Scale: 1(Low)-7(High))		/ / / / / / / /
(5) Communication with teachers?		/ / / / / / / /
(6) Communication with families?		/ / / / / / / /
		1 2 3 4 5 6 7

- h. What other organizational adaptations do you have in operation to assist in the PREVENTION OF DROPOUTS?

(System for Follow-Up of Dropouts)

7. Does your school have a system for the follow-up of dropouts? Yes ___ No ___
- a. What is the procedure for enforcement of compulsory attendance? _____
- b. Who actually does the enforcing? _____ How? _____
- c. Is the enforcing effective? _____
- d. Do you feel dropouts should be encouraged to return to a system which they apparently found had failed to meet their needs? Yes ___ No ___
- e. What 5 recommendations would you give for dealing with the dropout?
- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

- f. How can your recommendations be realistically accomplished? _____
 g. Whose responsibility would you feel would encompass these actions? _____

(Organizational
 Segregation)

8. Do you have special programs in which you place the potential dropout?
 Yes ___ No ___ If so, explain.
 If so, what kind?
 How effective have they been? Not at all / / / / / / / / Very
 1 2 3 4 5 6 7

(Desegregation)

9. Do you have integration of curricula currently in operation in your programs?
 Yes ___ No ___
 How many of your classes have integrated curricula? _____
 How many classes do you have totally? _____
 (e.g., integration of English with vocational program)

(Goal Displacement)

10. What is your philosophy regarding discipline in the public high school? _____
 a. How do you handle students who demonstrate resentment openly to authority?
 b. What action do you take with students who constantly "try" the system?
 c. Who handles discipline in your school?
 d. What percentage of this person's time is spent dealing with discipline?
 e. What percentage of the time of parent-teacher conferences do you feel might be spent discussing discipline situations?

(Preferential
 Treatment)

11. Do you have data available to indicate whether there is a relationship between socio-economic upper-class students and
 a. Grades? Yes ___ No ___ Describe _____
 (Positive or Negative)
 b. Success in school Yes ___ No ___ Describe _____

VITA

Dorothy M. Lawrence

Candidate for the Degree of
Doctor of Education

Thesis: PUBLIC HIGH SCHOOL DROPOUT BEHAVIOR STATE OF OKLAHOMA
1973-74

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born at Phoenix, Arizona, September 22, 1934, the daughter of Lena and John Simmons

Education: Graduated from Phoenix Union High School, Phoenix, Arizona, in 1951; received the Bachelor of Science degree in Nursing from Arizona State University, Tempe, Arizona, in 1961; received the Master of Arts in Education degree from Arizona State University, Tempe, Arizona, in 1970; completed the requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1975.

Professional Experience: Functioned as a school nurse, Cartwright School District, 1959-63, and an elementary school teacher at Cartwright School District, 1964-67. Taught nursing for Good Samaritan Hospital School of Nursing, 1967-68. Served as a health occupations educator and department chairman at Maricopa Technical College, 1968-70. Wrote curriculum for Arizona State Department of Vocational-Technical Education and performed as project director for a health occupations program, Tucson Public Schools, 1970-72. Served as Professor of Nursing, Arizona Western College, 1972-73. Currently employed as Manager of Education, Guthrie Job Corps Center, Guthrie, Oklahoma.

Professional Organizations: Member of Phi Delta Kappa, National Education Association, Oklahoma Education Association, American Vocational Association, Oklahoma Vocational Association, Guthrie Business and Professional Women's Association, American Nurses Association, and Oklahoma Nurses Association.