California State University, Northridge

A STUDY OF REASONS WHY WOMEN DROP OUT OF ADULT CLOTHING CONSTRUCTION CLASSES

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Science in Home Economics by

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ABSTRACT

A STUDY OF REASONS WHY WOMEN DROP OUT OF ADULT CLOTHING CONSTRUCTION CLASSES

by

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This study was designed to determine the reasons why women drop out of adult education clothing construction classes; to analyze their characteristics; and to study the drop out rates according to the class schedule, the initial enrollment, and subject level.

Questionnaires were mailed to women who dropped out of a clothing class in the fall semester, 1971-72, from Kennedy, Granada Hills, San Fernando School for Adults. Ninety-one completed replies were returned.

The three most often mentioned reasons for dropping out were: the class was too large, personal or family illness, and the lack of personal attention from the teacher. Seventy-four per cent of the replies were reasons under the control or responsibility of the school or teacher.
This study found the largest number of drop outs to be 21-35 years old, married, with 0-2 children. Most were not employed; had a yearly family income of over $10,000; and had some college education. Almost half dropped out before attending five class meetings, and more than half failed to complete one garment.

The 16 classes studied had drop out rates ranging from 70.3 to 6.9 per cent. It was concluded that the hour a class was held, the subject taught, and the initial enrollment influence the drop out rates.
CHAPTER I

INTRODUCTION

Introduction

Adult schools are characterized by voluntary attendance. Usually there is little tuition and no great financial investment at stake if attendance is discontinued. These schools cater to educational, vocational, leisure, financial, and other interests.

Attendance is the foundation upon which each adult school is built. Enrollment and participation in classes indicates a community need for those classes, and they will be continued. If attendance in certain classes is poor, then those will be discontinued.

Administrators and teachers are hired on the basis of attendance. State aid to schools is figured on the basis of average daily attendance.

Since attendance in adult school is voluntary, the initial enrollment in a class is rarely maintained throughout a course. Attendance patterns are usually sporadic and characterized by a persistent decline. A student usually does not withdraw from a class when he decides to drop out. He just stops coming and the school and teacher are not informed as to his reasons for leaving.
Drop outs in tax-supported schools are a constant problem to the school district, the administrators, and the faculty. They cause poor school-community relations; they waste public money and facilities; and they sometimes cause a decline in the morale of those who continue to attend. (17:35)

Drop outs also represent a waste of time, effort and money to themselves unless they have reached a predeter-
mined objective before they drop out.

Justification

In adult education research statements like this are found time and time again in reference to studies on the drop out problem.

Virtually every aspect of adult education revolves around participation and persistence of attendance, yet the quantity of substantial research related to this particular aspect of the field is astonishingly small and inadequate. No other aspect of adult education so badly needs systematic and creative basic research. (27:173)

The Adult Education Association recognizes the need for research in this area. In 1955 the Research Committee of the AEA undertook a study of the drop out problem. It was concluded that:

1. There had been almost no comprehensive research in this field.
2. There had been some related studies in other areas.
3. There had been suggestions for bringing the drop out back to class but no experimental evidence.

(23:224)

Coolie Verner and George Davis, Jr., found only 30 studies from 1928 to 1964 on adult school drop outs. Most researchers were unaware of previous studies resulting in unsystematic and fragmented data. (27:157) A few additional studies have been completed since 1964, but the results of all studies vary greatly. This is probably due to the large variation in samples used and the difference in procedure of research.

Some research in the drop out problem of adult schools is found in general areas of study such as: basic education courses, vocational programs, technical programs, community college, four-year college, and university evening classes. Some studies encompass all types of classes given at a particular school. But, there is no research into why students drop out of specific classes, such as clothing construction.

Before assuming that students drop out of all classes for the same reasons, this researcher felt that more study should be made into certain types of classes to see if there are any class-related reasons for students dropping out. This study was designed to see if the drop out problem needs to be considered in subject classifications rather than for the adult school as a whole.
At Kennedy, Granada Hills, San Fernando School for Adults in Los Angeles, California, where this study was done, 15 per cent of the classes offered are in clothing construction alone. This is the largest number of classes in any one specific subject. Only the general areas of basic education and vocational training offer more courses.

Research into the problem of adult drop outs in clothing classes helps many people. The teachers can use the information to formulate objectives and prepare class outlines that will more nearly meet the needs of their students. Counselors and administrators can use the results in planning their curriculum, enrolling students in classes geared to their objectives and skills, and in assessing their plant and classroom facilities.

When the number of drop outs is reduced, many persons benefit. The community is enriched with the knowledge and skills gained from adult school study and training. (10:3) More persistent attendance enhances the reputation of the school, the principal, and the teachers. Increased daily attendance brings increased state aid which could be used to open more classes.

Objectives

Statement of the problem.—There is a very large drop out rate in all adult classes, including classes in clothing construction. Adult classes are retained or discontinued on the basis of attendance. Withdrawals create a
problem because morale in a class is lowered as students drop and this usually leads to more withdrawals. Some classes have a maximum number that can be enrolled. When this number has been reached, other are turned away. Students who do drop the class during the semester have prevented the enrollment-interested students who might have remained from enrolling. Classes that are small to start with may be canceled during the term if too many students drop out. This means that those who really wished to continue will suffer the loss of the class. (12:3)

When classes are canceled the teacher is released. Students may be asked to join another similar class if one is available. This means readjustment, getting used to a new teacher, a new work load and interruption of the class already in session. (17:35)

Not only students suffer when a class is discontinued, but the community suffers the loss as well. Because of poor attendance the class may not be offered again.

**Purposes of this study.**--This study was conducted with three purposes in mind:

1. To determine the reason or reasons why women drop out of clothing construction classes and make recommendations to maintain attendance in these classes.
2. To obtain a profile of the drop out. If teachers and administrators could spot a potential drop out, then they could work to retain this person in class.

3. To collect statistics on the initial enrollment and the total active enrollment at the close of the semester in each clothing class at Kennedy, Granada Hills, San Fernando School for Adults to see whether the drop out rate varies with the day of the week or time of day the class is held, or with the subject level, or with the class size.

The results of this study are compared to the results of other studies done on drop outs from all types of adult classes in order to determine whether or not women leave clothing classes for the same reasons that adults drop out of other classes.

Assumptions

This study will assume that students can determine and will express the reasons why they dropped out of a class.

Limitations

This study will be limited to students who dropped out of a clothing class at Kennedy, Granada Hills, San Fernando School for Adults in the fall semester 1971-72.
No attempt is made to compare those who discontinued attendance to those who persisted in their attendance.

Definitions

Adult School.--This term will be used to mean a public adult school supported by funds from local taxes, county taxes, state appropriations, and federal sources. These educational institutions offer courses that meet the needs of the individual and community and are designed for the voluntary attendance of the part-time or full-time, credit and non-credit student.

Adult Student.--A person 18 years of age or older who has enrolled in one or more classes at an adult school.

Drop Out.--An enrollee in an adult school who fails to attend at least one class session each school month.
CHAPTER II
REVIEW OF LITERATURE

Two studies have been done on the reasons why women enroll in homemaking classes. Although neither study considers the drop out problem, these provide a good background before going on to look at the reasons why women drop out of these classes.

Ruth Baumgartner did a study in the spring of 1948 to determine why women attend adult homemaking classes. She used 774 women who had maintained attendance in homemaking classes in Des Moines, Iowa. The study was designed to show the reasons for attendance with regard to age, educational background, marital status, and occupation. Baumgartner also wanted to know if attendance varied with subject matter and if certain reasons correlated with more regular attendance. (1)

She grouped the 43 reasons given for attending in six groups: promotional, intellectual, social welfare, personal needs, convenience, and method. Eighty-six per cent of her sample was between 26-55 years of age, the largest group being 36-45 years. Most were married and had children in school. Most were homemakers. (1)
Baumgartner found that:

1. The most often mentioned reason for attendance was intellectual regardless of age, education, marital status or occupation.

2. The more education a woman had, the less importance she placed on any reason other than intellectual for attendance.

3. Women with less education placed more importance on methods used in the class, personal needs, social welfare, convenience and promotional reasons.

4. Older women were more likely to attend for social welfare reasons or because methods used in the class were pleasing to them.

5. Married women, more than any other group, were likely to attend classes for promotional and social welfare reasons.

6. Women who had been widowed were more likely to attend because methods used were pleasing, or to satisfy personal needs or because it was convenient to attend.

7. Women in jobs requiring little education or training attended more often because methods employed were pleasing, or because it was convenient, or to improve their status.
8. An interest in social welfare or status seeking were the reasons given most often by women whose husbands were in occupations requiring little training or education.

9. Women who attended for intellectual reasons or because they liked the methods used were more likely to be persistent in their attendance.

10. Regular attendance was more likely to occur in those classes in which projects continued from lesson to lesson. (1)

Bethel Rust did a follow-up study based on Baumgartner's research. Rust wanted to know if the characteristics of women who attend adult homemaking classes in towns of different sizes are the same, and she wanted to determine the relationship of these characteristics to the reasons given for attending class. (21)

Her study was done in the school years of 1949-50 and 1950-51 using returned questionnaires from 774 women living in towns under 50,000 population in Iowa. The classes they were taking included hat making, arts and crafts, flower arranging, furniture repairing, home furnishings, physical fitness and child development. The women were asked to give personal data plus check a list of 43 reasons why they were attending. (21)
Rust found most women were in the 26-45 year age group. Very few were over 56. Most were high school graduates, and most were married and not employed outside the home. These results were the same as in Baumgartner's study. As the size of the town increased, so did the educational level. Also, there were more single women in larger towns; and as the town size increased, so did the number of students that had enrolled in an adult class before. (21)

The 43 reasons for attending were grouped by Rust into the following: personal needs, status, family life, desire for continued learning, classroom climate, community interest and convenience. (21)

These were her findings:

1. Reasons which most frequently motivated women to attend adult homemaking classes in towns of less than 7,000 population were: (a) to be with others who have had the same experiences; (b) to make new friends; (c) to associate with the type of people who attend such classes; and (d) to be with the "up and coming women" in the community.

2. The reason, "Many of my friends were going, and I wanted to be with them," was of great importance to women in towns under 2,500 population.

3. Reasons related to improving family life strongly motivated women to attend classes in towns over 7,000 population.

4. Women more than 35 years of age attached great importance to attending classes because the "up and coming women" in the community attended and because they desired to associate with the type of people who attend.
5. Women over 46 years of age attending adult classes most frequently checked as reasons for attending something interesting to do and an activity to fill in spare time.

6. Women over 46 were most frequently motivated to attend adult homemaking classes for the purpose of getting away from regular duties.

7. Women who had not been graduated from college were most strongly motivated to attend classes for these reasons: (a) to obtain help in meeting new responsibilities as they arise in the family; (b) to keep up with their children on new ideas; (c) to gain new ideas to teach their children; (d) to secure diversion from regular duties; (e) to find something interesting to do; (f) to do something to fill in spare time and (g) to associate with the "up and coming women" in the community who attend these classes.

8. A large proportion of the women who were married and not employed outside of their homes believed adult homemaking classes could be of help in their jobs.

9. Of the women gainfully employed, those doing housework outside their own homes and women in sales work attached most importance to securing help in their jobs. Office workers and nurses attended for other reasons.

10. Women whose husbands were farm owners, managers or tenants attached much importance to the reasons, "I like to be with others who have the same experience I have," and "I wanted a chance to make new friends."

11. Seeking to gain status within the community was of importance to the farmers' wives and women whose husbands were laborers and of least importance to wives of men in professional work.

12. Mothers of children under school age and in school most frequently attached importance to these reasons: (a) to meet new responsibilities as they arise in the family and (b) to improve family life. (16:78-9)
One earlier study was conducted at San Fernando Community School for Adults. This was done during the 1968 fall session on all students who had dropped out of any class. The students were sent a questionnaire and were asked to check the reasons why they dropped out. The reasons were then arranged in categories. The results were tabulated giving the following per cent of responses in each category:

- Personal & Home Problems . . . . . . . . . . . . 31.9%
- Location & Occupational Difficulties . . . 11.9
- Psychological Factors . . . . . . . . . . . . . . . . 12.2
- Instructional & Guidance Criticisms . . . 19.0
- Course Content Problems . . . . . . . . . . . . . . 10.3
- Class Problems . . . . . . . . . . . . . . . . . . . . . 10.8
- Plant Facility Problems . . . . . . . . . . . . . . 3.9

There is a variety of other research done on adult school drop outs. Some studies seek the reasons why students stop attending the classes they enrolled in. Some studies compare the students who leave with the students who stay. And some study the characteristics of courses that are well attended.

The studies also differ in the type of adult schools where they were conducted and the courses used for samples.
In an article written in 1964 for the periodical Adult Education, Cyril O. Houle gives reasons why students drop out of all adult classes. These reasons are not from a survey but from Dr. Houle's many years of experience in adult education. His five reasons are:

1. A student achieves his goal before the end of the course. This could mean the course failed to make the student want to learn more.

2. Some students have low aptitudes and cannot keep up.

3. Some students have personal problems.

4. Some students are not satisfied with the instruction because:
   a. The teacher has no interest in the individual.
   b. The level of instruction is not suitable.
   c. There is poor organization.
   d. The teaching methods are poor.
   e. The content is meaningless.
   f. The group is not congenial.

5. The administration is poor.
   a. Poor facilities.
   b. Poor counseling.
   c. No orientation. (11:226)
Several studies disagree on Dr. Houle's first point: Students leave because they have reached their goal. A 1952 study by the Division of Adult Education Service of the National Education Association found only eight per cent of their sample dropped out of public school adult classes because they had reached the objective for which they enrolled. (16:28) James Preston in 1958 found only four per cent of his sample of adult students had met their objective. (20:113) James Carney found 10 per cent of his evening college students reached their educational objective. (2:10)

Coolie Verner and George S. Davis, Jr., (28:157) in their review of research in adult education, discuss the failure of adult students to reach their objectives. They found that adults enroll in classes to fill a need and achieve some personal objectives that may or may not be clearly seen. Most of the studies they reviewed showed only a few students reach their objectives. The authors conclude that failure to reach these objectives may rest with either the student for formulating an unrealistic goal or with the character of the educational opportunities available.

The National Education Association conducted a study in 1952 to try to determine why adults leave public adult school classes. The four reasons for leaving in order of
frequency mentioned were: lack of time, lack of interest, sickness, dissatisfaction with the course. (16:28)

Illness and lack of time were also the reasons given by 40 per cent of the drop outs in the Lansing, Michigan Adult School program who were studied by Robert Ewigleben. This study used official records and personal interviews to gather its data. The author found very few students said they dropped out specifically because of the course they were taking but during the interviews the method of teaching was often mentioned. Three-fourths said this was their first adult education experience. (7)

Henry Dirks found 58 per cent of evening adult school students drop out for reasons outside the control of the school. Of the 42 per cent of those who leave for "in school" reasons, 33 per cent criticized the instructor or the course. (6)

Frank C. Pearce published a study in 1966 to determine why students drop out of the adult division vocational classes at Modesto Jr. College. The most often mentioned reasons were lack of progress, poor attendance (reflecting lack of interest), and family problems. (19)

In New York College School of Business, evening and extension division, it was found that only 10 per cent of the students who started a course of study stayed to complete the curriculum. In addition to transfers these are the 12 reasons most often mentioned for dropping out:
1. Wrong selection of school or courses.
2. Lack of orientation.
3. Work load was too much.
4. Illness.
5. Scholastic difficulties.
6. Home responsibilities.
7. Business or military reasons.
8. Finances.
9. Student inactivity.
10. Inattention to problem of drop outs.
11. Ineffective teaching.
12. Meaningless curriculum. (12)

In the field of basic education, Doris Moss and Robert Richardson did a study on adults who stopped attending this type of course in New York. The students were found to be of a low educational level. The majority of the drop outs came in the early class meetings. Most students who dropped out left before 50 class hours were completed. The total course ran 200 hours. Most who left were of the lowest instructional level indicating a need for teachers to pay particular attention to the slow learners or beginners in a class. The largest drop out group was the 30-39 year old age bracket while the largest completion group was the 18-29 year old group. The most frequently mentioned reasons for leaving were change of residence and interference with work. (15)
Another study on drop outs in an adult basic education program was done by Dorothy Lee Hawkins in the New Orleans public schools. All students enrolled in these classes were Negro, and all reasons for withdrawal were personal: illness, conflict with employment, and child care. Institutional factors played a very small part in influencing people to quit. Miss Hawkins made the recommendation from her findings that small groups of students work best with diversified programs and flexible schedules. She also found a need for students to be aware of short-term and long-term goals to serve as incentives. (9)

In the Division of Continuing Education at the University of Arizona, Edgar E. Louttit did a study of drop outs. He found that students who enrolled for university credit and then dropped out gave five main reasons for leaving: lack of desired courses, transfer to day classes, accomplishment of educational goals, employment interference, or moving. (13)

James Carey also found job interference and lack of desired courses two of the reasons adults gave for dropping out of evening classes at eight colleges around the Chicago area. Other reasons were finances and personal problems. Most drop outs were satisfied with the school, the school policies, and services. (2)

Several researchers have done studies to compare the characteristics of the students who persist in adult class
attendance and those who drop out. Not all results are the same.

In 1963 Coolie Verner and R. Curtis Ulmer published the results of a study on academic students in an adult program in a junior college. They found that more women dropped out than men, and classes that met more than once a week had poorer attendance. Marital status, prior completion of a semester's work, distance traveled to class, and age had no effect on whether a student maintained his attendance or not. The researchers did state that these findings may not be true for a less formal, non-credit course. (26)

Coolie Verner published another study in 1967 with Gary Dickinson. This research concerned adult night school classes and some of the findings differed from the former study. They found age and marital status did affect attendance. Drop outs tended to be younger and single, while persistent attenders were more often older, married, and had children. And they found that there was less tendency to drop out as the number of children increased. Another difference in results relates to prior adult educational experience. In this study it was found that persons with previous experience had more persistent attendance. No effect was found from travel time, sex, years of residence, and educational background. The most persistent attenders were housewives. (5) Some of the differences in these
studies could be attributed to the difference in samples. The first study was done with only academic students while the latter one included all types of students in adult school.

A study of junior college adult students was performed by Marvin Hartig at the Community College at Evansville, Indiana. He found that students who persisted in their attendance were more often married, had clearly defined objectives and earned better grades. The drop outs quit because their short-range objectives had been met or there was a work conflict or there was lack of time. (8)

Another study on evening students at a community college was conducted by Curtis Ulmer. His research spanned four years, 1952-56, and concluded there was no difference between the drop out and non-drop out in age or travel distance to school; no difference in drop out rate for single or married persons, for high school graduate or G.E.D. graduate, for first-time students or prior enrollees. He did find more females than males and more non-veterans than veterans dropped out. (25)

Henry Dirks, in 1955, found very little difference between attenders and drop outs in adult evening school. They were questioned on such things as: age, home ownership, number of children, TV set ownership, previous school failures and drop outs, and registration to vote. (6:252-5)
Age was an important factor in determining the persistence of attendance in the study by James Preston. He also found employed students were more persistent than unemployed ones and a predisposition to find fault affected attendance. (20)

Study on evening school students who drop out was made by Benjamin J. Novak and Gwendolyn E. Weiant. Their research was limited to 129 women enrolled in a shorthand course. Later 99 of the students dropped out. Both the drop outs and the persistent students were asked to fill out a questionnaire asking for: age, sex, marital status, years married, number of children, schooling, present position, reason for wanting to learn shorthand, how the school was selected, reason for absence and suggestions. (17:37)

Novak and Weiant found that age had no significant effect on attendance. They did find that married students and students with a larger number of children maintained their attendance. The more persistent group also included students with more education, and this group also contained more women who were influenced by their friends to take the course. (17:38)

The reasons for leaving the shorthand course were: illness, lack of interest, overtime at work, family, outside interests, and frustration. Over half of the drop outs said they were satisfied with the course. (17:39)
An all-male sample was used by Geoffrey Sainty in a study designed to discover the characteristics of the potential drop out. Sainty felt that one way to lower the drop out rate is to be able to predict who might become a drop out and then alter the educational situation so this person could succeed. The study used 104 men undergoing academic upgrading in Canada. (22:226)

The drop out showed up as having the following profile as compared to men who complete the course.

1. He was less intelligent.
2. He had lower speed, accuracy, and comprehension on the Gates Reading Survey.
3. He was younger.
4. He had completed fewer grades.
5. He had either not attended high school or had taken a non-academic course.
6. He was more likely to have failed to complete any further education he had undertaken.
7. He had repeated more grades.
8. He was from a lower social position (Hollingshead Scale).
9. He was from a lower occupational position (Blishen Scale).
10. He had a father from the lower occupational class.
11. He was more likely to be downwardly mobile in social position.

12. He was more likely to be downwardly mobile in job classification.

13. He changed jobs more often.

14. He got lower pay.

15. He was less likely to speak a second language.

(22:226)

From his study undertaken to identify and describe certain personal and social characteristics of the drop out, Robert Ewigleben concluded that the average drop out was 32 years old, married, had children and was a high school graduate. Three-fourths of the drop outs participated in some other community activity that took at least one night per week. (7)

Coolie Verner and George Davis suggest the opposite characterization of the drop out as one who does not normally participate actively in organized life of the community. (27:172)

Rosemary C. Hurkamp concluded from her study done in the Wellesley, Massachusetts, Adult Education program that initial attitudes differ between those who complete and those who drop out of a class. She did this by measuring attitudes at the first meeting on such factors as: impression of classroom, impression of the teacher, location of the school, and 35 other attitudes. Later she recorded
those who did not complete the course and compared the initial attitudes of the group who dropped out and the group that persisted. Twenty-seven of the 39 attitudes were found to be significantly related to withdrawal. (12:10)

Some research in the area of adult drop outs deals primarily with school-controlled factors related to the holding power of classes.

A study exclusively in the area of adult homemaking classes was done by Eva May Waller and Maude Williamson in the two-year period 1932-33. They used 135 homemaking classes given in Phoenix, Arizona, as their sample. The purpose of the study was to determine some factors which influence enrollment and attendance in adult homemaking classes. They wanted to learn the effect of such factors as: time of day which a class meets, frequency of class meetings, time of the year classes are held, length and nature of the course. (29)

It was found that evening classes had the largest average enrollment, but the poorest persistence and percentage of attendance. The time of year had little effect on attendance. More women enrolled in longer units, but attendance was poorer in the longer units. The classes that met more often than once a week had smaller enrollment and smaller average attendance, but they had a greater persistence and percentage of attendance than
those that met weekly or twice a month. The nature of the course did not affect the enrollment and average attendance but production classes showed better persistence and percentage of attendance than those classes where nothing was made. Subject matter seemed to have little effect on enrollment and persistence. Of the differences that did appear, clothing construction seemed to have the best persistence and percentage of attendance; foods and nutrition classes had the lowest. Both are production classes, but clothing classes carried on one project for several meetings while each foods class was a unit in itself. (29)

The same type of study was done by Jack Pattyson. He tested the effect of administration-controllable factors (length of course, time class met and type of course) on attendance in public school adult education using the total courses given from 1955-57 in two independent school districts on Long Island, New York. There were 380 courses with 6115 students registered. He compared attendance on different days of the week and found Tuesday and Wednesday had the best attendance for all types of classes. Technical and vocational education and homemaking education were found to have the best attendance of all types of classes. Pattyson concluded that school-controlled factors do have a bearing on attendance. (18)
In the study by Robert Ewigleben which has been mentioned previously, it was also concluded that classes have different amounts of holding power. He found the greatest drop out rate in business education classes and the lowest rate in arts, crafts, and hobby classes. Ewigleben also found classes of shorter length had more holding power.

(7)

George S. Davis did a study in 1961 on 951 adult enrollees in 34 classes of the Florida Civil Defense Adult Education program. At the close of the first class meeting the students completed the Knopp-Verner Attitude Scale and a classroom activities list. Some students later dropped out while others continued to attend. It was concluded from the data collected that these factors had no significant relationship to drop out rates: time of day that class met, length of each class session, frequency of class meetings, the previous adult teaching experience of the teacher, or the size of the class. (4) Davis did find fewer drop outs in classes where students felt the instructor talked to them as an equal. (3:39)

In the study previously mentioned by Verner and Dickinson, it was found that courses of general interest have more holding power than academic or vocational subjects. Also they found 10-week courses have better attendance than longer ones. (5:24)
Grace Wright did a study for the U.S. Government on attendance and drop outs in 331 public adult schools. She found that classes have different holding power; there are fewer drop outs with a higher tuition fee; and, there are more drop outs in states which provide financial support for adult education. (3)

The review of literature in the area of adult education shows that the results of studies are not always consistent. Most studies agree that students leave adult classes for a combination of reasons, the primary ones being: illness, lack of time, interference with work, and loss of interest. Most students who drop out were satisfied with the course but have not reached their objective.

There was less agreement in characterizing the drop out. Some studies found such factors as age, marital status, sex, educational background did affect the tendency to drop out and other researchers found no relationship.

Disagreement was also evident in the effect of school-controllable variables such as day of week courses were given, length of class, frequency of class, or time of day class was held. All researchers who compared the holding power of various courses did agree that subject matter or course content does affect the drop out rate of a class.
CHAPTER III

PROCEDURE

Library research was the medium for reviewing previous investigations into the problem of drop outs in adult education classes. Utilizing information gained through this literature, a questionnaire was made up asking the women who dropped out of a clothing construction class during the fall term, 1971-72, to check one or more reasons why they had left the class. Twenty-six reasons were listed plus a space giving the respondent an opportunity to write in additional reasons.

In addition to the reasons for leaving, the questionnaire also asked the women to check the appropriate answer to questions concerning the class they had taken and to provide personal information about themselves.

The questionnaire was piloted in January, 1971, on a group of students participating in a beginning clothing class at Reseda Adult School. The students were asked to complete the form and make suggestions for additions or clarifications. The suggestions that were made were included on the final questionnaire.

The adult school used for this study was the Kennedy, Granada Hills, San Fernando School for Adults. It is one
of the 28 adult schools in Los Angeles City. This school held 16 clothing classes in the fall 1971-72 semester with an initial enrollment of 514. At the end of the semester there were 328 active students in these classes; 186 had dropped out before the end of the term. Eleven women had dropped out of more than one class making the actual number of women who dropped out 175.

In February, 1972, a questionnaire with a cover letter explaining the importance of the study was sent to each of the 175 drop outs. The names and addresses had been obtained from the teachers' records when the roll books were turned in to the adult school office at the end of the semester. A self-addressed, stamped envelope was included in the mailing to encourage replies.

Of the 175 questionnaires mailed, 91 were completed and returned. Two were returned unopened by the post office for inability to deliver due to an incorrect address.

While recording names of the drop outs, information was also collected from the roll books on the initial enrollment and closing active enrollment in each class, specifying the day of the week and time of day that each class was held as well as the subject taught. From this information calculations were made to see if the drop out rate varied with the day or time the class met, with the subject matter covered, or with the initial class size.
As the questionnaire were returned, the responses were recorded; the results are set forth in Chapter IV of this study.
CHAPTER IV

ANALYSIS OF DATA

The data gathered for this study is presented in this chapter in three ways. First, the frequency of responses to reasons listed on the questionnaire will be discussed and analyzed. Second, the information about the drop out and her clothing construction class will be presented. And third, the statistical data concerning each class used in this study will be analyzed in order to see if the drop out rates vary with the day of the week a class was held, the time of day, the class level, or the number initially enrolled in the class.

Reasons for Dropping Out

Table 1 (see page 32) displays the results from the questionnaire which asked women to check the reason or reasons for dropping out of their adult school clothing construction class. Ninety-one women responded to the survey, and many checked more than one reason, resulting in a total of 256 responses.

The 256 responses are divided in Table 2 (pages 33 and 34) into two groups: one group includes reasons under the control or responsibility of the adult school administration or teacher (Group I) and another group that
<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class was too large</td>
<td>23</td>
</tr>
<tr>
<td>Personal or family illness</td>
<td>22</td>
</tr>
<tr>
<td>Teacher didn't give me enough personal help</td>
<td>21</td>
</tr>
<tr>
<td>I was not learning what I wanted to learn</td>
<td>17</td>
</tr>
<tr>
<td>Interference with other activities</td>
<td>14</td>
</tr>
<tr>
<td>Loss of interest in attending class</td>
<td>13</td>
</tr>
<tr>
<td>Class was at wrong level for my abilities</td>
<td>13</td>
</tr>
<tr>
<td>Inadequate sewing machines</td>
<td>12</td>
</tr>
<tr>
<td>Class moved too fast</td>
<td>12</td>
</tr>
<tr>
<td>Interference with employment</td>
<td>11</td>
</tr>
<tr>
<td>Disappointed with substitution of teachers*</td>
<td>10</td>
</tr>
<tr>
<td>Inadequate work space</td>
<td>9</td>
</tr>
<tr>
<td>Class moved too slow</td>
<td>8</td>
</tr>
<tr>
<td>Time of class was inconvenient</td>
<td>8</td>
</tr>
<tr>
<td>Teacher's explanations were not clear</td>
<td>8</td>
</tr>
<tr>
<td>Class called for too many expenditures</td>
<td>6</td>
</tr>
<tr>
<td>Lack of adequate care of children</td>
<td>5</td>
</tr>
<tr>
<td>Loss of interest in sewing</td>
<td>5</td>
</tr>
<tr>
<td>Inadequate night campus lighting</td>
<td>5</td>
</tr>
<tr>
<td>My friends dropped out</td>
<td>4</td>
</tr>
<tr>
<td>The semester was too long</td>
<td>4</td>
</tr>
<tr>
<td>Did not like teaching methods or teacher*</td>
<td>3</td>
</tr>
<tr>
<td>Misc. school facilities were inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Lack of transportation</td>
<td>3</td>
</tr>
<tr>
<td>Change of residence</td>
<td>3</td>
</tr>
<tr>
<td>My family wanted me home</td>
<td>3</td>
</tr>
<tr>
<td>Seating was inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Parking was inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Teacher was too critical</td>
<td>2</td>
</tr>
<tr>
<td>I did not have adequate room at home to work on my projects</td>
<td>2</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>1</td>
</tr>
<tr>
<td>Students were not congenial</td>
<td>1</td>
</tr>
<tr>
<td>Misc. classroom facilities were inadequate</td>
<td>1</td>
</tr>
<tr>
<td>Inconvenient location</td>
<td>0</td>
</tr>
<tr>
<td>Classroom lighting was inadequate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>256</td>
</tr>
</tbody>
</table>

* Reasons written in by students
includes those reasons that could not be related to the school or teacher (Group II). One hundred and eighty-seven responses, or 74 per cent, fell in Group I and 69 responses, or 26 per cent, in Group II.

TABLE 2
REASONS FOR DROPPING OUT OF ADULT CLOTHING CLASSES DIVIDED INTO THOSE REASONS UNDER THE CONTROL OF THE SCHOOL OR TEACHER AND THOSE OUTSIDE THE SCHOOL OR TEACHER'S CONTROL

<table>
<thead>
<tr>
<th>Reasons under the Control of the School or Teacher</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class was too large</td>
<td>23</td>
</tr>
<tr>
<td>Teacher didn't give me enough personal help</td>
<td>21</td>
</tr>
<tr>
<td>I was not learning what I wanted to learn</td>
<td>17</td>
</tr>
<tr>
<td>Loss of interest in attending class</td>
<td>13</td>
</tr>
<tr>
<td>Class was at wrong level for my abilities</td>
<td>13</td>
</tr>
<tr>
<td>Inadequate sewing machines</td>
<td>12</td>
</tr>
<tr>
<td>Class moved too fast</td>
<td>12</td>
</tr>
<tr>
<td>Disappointed with substitution of teachers</td>
<td>10</td>
</tr>
<tr>
<td>Inadequate work space</td>
<td>9</td>
</tr>
<tr>
<td>Class moved too slow</td>
<td>8</td>
</tr>
<tr>
<td>Time of class was inconvenient</td>
<td>8</td>
</tr>
<tr>
<td>Teacher's explanations were not clear</td>
<td>8</td>
</tr>
<tr>
<td>Class called for too many expenditures</td>
<td>6</td>
</tr>
<tr>
<td>Loss of interest in sewing</td>
<td>5</td>
</tr>
<tr>
<td>Inadequate night campus lighting</td>
<td>5</td>
</tr>
<tr>
<td>The semester was too long</td>
<td>4</td>
</tr>
<tr>
<td>Did not like teacher or teaching methods</td>
<td>3</td>
</tr>
<tr>
<td>Misc. school facilities were inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Seating was inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Parking was inadequate</td>
<td>3</td>
</tr>
<tr>
<td>Teacher was too critical</td>
<td>2</td>
</tr>
<tr>
<td>Misc. classroom facilities were inadequate</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 187
TABLE 2
(Con't)

Group II

Reasons outside the Control of the School or Teacher

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal or family illness</td>
<td>22</td>
</tr>
<tr>
<td>Interference with other activities</td>
<td>14</td>
</tr>
<tr>
<td>Interference with employment</td>
<td>11</td>
</tr>
<tr>
<td>Lack of adequate care for children</td>
<td>5</td>
</tr>
<tr>
<td>My friends dropped out</td>
<td>4</td>
</tr>
<tr>
<td>Lack of transportation</td>
<td>3</td>
</tr>
<tr>
<td>Change of residence</td>
<td>3</td>
</tr>
<tr>
<td>My family wanted me home</td>
<td>3</td>
</tr>
<tr>
<td>I did not have adequate room at home to work on my projects</td>
<td>2</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>1</td>
</tr>
<tr>
<td>Students were not congenial</td>
<td>1</td>
</tr>
</tbody>
</table>

Out of the 91 women who responded, 40 checked one or more reasons from Group I, 29 checked one or more reasons from Group II, and 22 checked reasons from both groups. These responses are compared with how the students answered the question of whether or not they were satisfied with the course before dropping, and the results are shown in Table 3 (page 35).

Those students who gave reasons not related to the school or teacher appear to have been satisfied with the class. Those who gave teacher- or school-related reasons for leaving were apparently less satisfied.

The reasons in Group I could possibly be rectified by the school or teacher to prevent drop outs, so the responses to these will be analyzed in detail.
## TABLE 3
REASONS FOR LEAVING COMPARED TO SATISFACTION WITH THE COURSE

<table>
<thead>
<tr>
<th>Reasons Checked</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>No Answer</th>
<th>Both Satisfied &amp; Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women who checked reasons from Group I</td>
<td>13</td>
<td>25</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Women who checked reasons from Group II</td>
<td>28</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women who checked reasons from both groups</td>
<td>7</td>
<td>12</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>48</td>
<td>38</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
The reasons in Group II are beyond the control of the teacher or school and deserve less analysis.

The most often mentioned reason of the whole survey for dropping out was that the class was too large. Twenty-three replies had this reason checked, and there were five additional comments on this fact at the end of the questionnaire. Of the 23 who gave this reason, not one was from a class with less than 15 students, seven were from classes of 15-25 students, and fifteen said their class had more than 25 students.

Only two of the 23 who said the class was too large gave this as the only reason for leaving. Other reasons from Group I cited by these same students were:

- Not enough personal help: 13
- Class moved too fast or too slow: 10
- Inadequate work space: 8
- Not learning what they wanted to learn: 6
- Inadequate seating: 3
- Inadequate sewing machines: 3

The second most frequently mentioned reason in the school- or teacher-related group was the lack of personal help from the teacher. Twenty-one checked this and four more mentioned it at the end under suggestions. Thirteen of this group of 21 also said the class was too large. Ten of the 21 were beginning students, three were at the intermediate level, seven were in tailoring, and one did not indicate the level of her class.
Table 4 (page 38) shows the responses given to the lack of personal help as related to the class level of the student. Since personal help for the student depends in part on class size, Table 4 indicates whether the respondents marked both reasons (class size and personal help) or just the one having to do with personal help. Most women in the beginning class who said they did not get enough help also said that the class was too large. But more women in tailoring mentioned only the lack of personal help. This could be due to the fact that some of the beginning classes were very large at the start of the semester (two classes had 41 students each), while all the tailoring classes were much smaller.

The need for personal attention might also be thought of in relation to age. The results showed that one of the 21 women who checked personal help was under 21, eleven were from 21-35, seven were from 36-50, and three were over 50. If this information is compared to the distribution of ages in the sample (see Appendix), it is noted that fewer women proportionately in the over-50 age group felt a lack of personal attention than did women in other age groups.

Past sewing experience can also be related to the need for personal help as seen in Table 5 (page 38). The more experience a student has the less she seems to feel the need for personal attention.
### TABLE 4

**CLASS LEVEL OF 21 CLOTHING COURSE DROP OUTS WHO CITED CLASS SIZE OR LACK OF PERSONAL ATTENTION AS REASONS FOR LEAVING**

<table>
<thead>
<tr>
<th>Reasons Checked*</th>
<th>Class Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
</tr>
<tr>
<td>Class too large &amp; Lack of attention</td>
<td>7</td>
</tr>
<tr>
<td>Lack of attention</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

* No answer--1

### TABLE 5

**SEWING EXPERIENCE OF CLOTHING CLASS DROP OUTS WHO CITED LACK OF PERSONAL ATTENTION AS A REASON FOR LEAVING**

<table>
<thead>
<tr>
<th>Sewing Experience</th>
<th>Sample total</th>
<th>Number who checked lack of personal attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Some</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>A lot</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>21</td>
</tr>
</tbody>
</table>
While the lack of personal help from the teacher can be considered as related both to the teacher and to the class size, other reasons for dropping out are more directly related to the teacher. Of the 91 women who replied to the questionnaire, ten wrote in that they left the class because the teacher originally scheduled to teach was replaced. All but one of these women attended less than five class sessions, and only three of the ten gave any other reason for leaving. These three mentioned that the class was at the wrong level for their abilities or they were not learning what they wanted to learn.

Three other women wrote a comment that their reason for leaving was they did not like the teacher or the teaching methods used. Some replies that mentioned the substitution of teachers also wrote they did not care for the new teacher, but these were not counted in both categories.

Two other reasons are directly related to the teacher. "The teacher's explanations were not clear," was checked by eight, and "The teacher was too critical," was checked by two.

"I was not learning what I wanted to learn," was the reason given by 17 women. Seven of these were beginners, three were in intermediate classes, and seven were in tailoring. Three had no sewing experience, eight had some,
and six had a lot. Of the 17, eight had attended less than five class sessions. Five attended 5-10 class sessions, and two attended 11-16 sessions. Two did not indicate the number of classes attended.

Loss of interest in attending class was checked by 13 women. Although it is not directly related to the teacher or school, it is listed with this group because the researcher feels that if a class were stimulating and interesting then a student would not lose interest. The same is true with the category, "Loss of interest in sewing," which was checked by five women.

Thirteen women thought the class was at the wrong level for their abilities. It is difficult to affix the blame for this problem. The teacher could be at fault for teaching at the wrong level for the class, the administration could have steered women into the wrong class, or the students themselves could have picked a class by a convenient day, time, or location rather than by the level of instruction. This last reason is born out by a number of comments complaining about the mixture of abilities in each class, such as beginners taking up too much time in an advanced class and too many advanced students pushing a beginning class to move faster. There was one woman in a tailoring class with no previous sewing experience.
Those who felt the class was at the wrong level were divided on Table 6 with regard to their experience and the classes they enrolled in. The total number of the sample from each level is also given to provide a basis for comparison.

**TABLE 6**

SEWING EXPERIENCE & CLASS LEVEL OF STUDENTS WHO CITED CLASS WAS AT WRONG LEVEL AS REASON FOR DROPPING OUT

<table>
<thead>
<tr>
<th>Sewing Experience Divided by Class Level*</th>
<th>Drop outs who Said Class was at Wrong Level</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No previous experience</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Some experience</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td>Intermediate classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some experience</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Advanced or tailoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No experience</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Some experience</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>A lot of experience</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
</tbody>
</table>

* One student did not indicate level of her class.
Those who felt the class was at the wrong level appear to be fairly evenly distributed among the three different class levels. With a sample this size it would be difficult to conclude that there was any difference in the way students with different amounts of experience responded to this reason for dropping out.

The distribution of age in response to ability level appeared about the same as the distribution for the whole sample (Table 7).

TABLE 7
RESPONDENTS CITING CLASS WAS AT WRONG LEVEL DIVIDED ACCORDING TO AGE

<table>
<thead>
<tr>
<th>Age</th>
<th>Respondents who Said Class was at Wrong Level*</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>21-35 years</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>36-50 years</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>over 50</td>
<td>2</td>
<td>23</td>
</tr>
</tbody>
</table>

* No answer—1

Inadequate classroom facilities accounted for 25 reasons. These can be broken down as follows:

Inadequate sewing machines 12
Inadequate work space 9
Inadequate seating 3
Inadequate miscellaneous facilities 1

Total responses 25
Sewing machines and work space were the prime problems. Three people mentioned both, nine said machines only, and six said work space only.

Since night classes are held in a fully equipped high school clothing construction lab and day classes are held off campus with little or no equipment, it is interesting to see whether the women who complained about inadequate classroom facilities had attended a day or evening class. The three that mentioned both inadequate machines and work space were from evening classes. Of the six who mentioned work space only, five were from evening classes and one was from a day class. The nine who mentioned sewing machines only were divided evenly between day and evening classes with one student not indicating when her class was held. Five of the six who complained about inadequate work space were from evening classes. All three of the women who responded to inadequate seating were from the night classes.

Most of the women who responded to inadequate facilities also said the class was too large. The exceptions were the three who mentioned sewing machines only; none of these said the class was too big.

One respondent mentioned the lack of mirrors and privacy in the day classes held off campus. No one indicated any problems with classroom lighting.
There was one additional comment about both lack of space and machines at the end of a questionnaire. This was not included with responses that were checked.

Twenty responded to the speed of the class as either being too fast or too slow. Beginners thought it moved too fast and advanced students, too slow. Of the 12 who said too fast, 10 were beginners and two were in tailoring (one of these had no previous sewing experience). Of the seven who said the class was too slow, three were beginners, one was in intermediate sewing, and four were in tailoring. Six out of the total 20 also said they were not learning what they wanted to learn.

Inadequate school facilities was not checked as often as classroom facilities. Five said the night lighting was not good; three said parking was a problem; three wrote in vandalism or thefts from cars; no one checked inconvenient location.

Inconvenient time of day for class was checked by eight. Six of these were in a class that met from 6:30 P.M. to 9:30 P.M., one was from a 7-10 P.M. class, and one was from a morning class.

"The class called for too many expenditures," was listed by six; four were registered in tailoring, one in an intermediate class, and one in beginning sewing.

Four students indicated the semester was too long. Three of these attended 5-10 sessions before dropping out,
and one attended less than five class meetings. Since only half of the total sample attended five or more class sessions, this reason could not be considered a possible one for all the respondents.

The most often mentioned reason outside the control of the teacher or school was personal or family illness. This was given as the reason on 22 questionnaires. One gave pregnancy as the reason for leaving. Of the 23 who listed illness and pregnancy, 11 gave this as the only reason, nine named this plus other reasons that were under the control of the school of teacher, and three checked illness plus another category outside the school's or teacher's influence. Over half (five) of those who gave illness and a reason or reasons referring to the teacher or school also said they were not satisfied with the course, This indicates that there was a possibility they might have dropped out regardless of the illness.

Two other reasons checked often in this subdivision were: interference with other activities (14) and interference with employment (11). Other reasons in order of frequency were: lack of adequate child care (5), friends dropping out (4), lack of transportation (3), change of residence (3), lack of adequate room at home to work on projects (2), and students were not congenial (1).
At the end of the questionnaire, students were asked if they had any suggestions on how to improve the adult classes.

Fourteen women commented on the class size. All 14 thought the classes were too large and not enough personal attention could be given to each person. They did not like to wait to have their questions answered, and they felt that smaller classes would allow them to complete a project in less time and learn more during the semester. Several commented that the teacher was very good, but the class was just too large causing students to become disinterested and drop out. Three suggested limits on the class size: one said classes should have no more than 10, one said 15, and one suggested 25.

There were 10 comments regarding the mixture of ability levels in the classes. They said that beginning classes should be only for beginners and should be conducted as such. They felt that the beginning classes were now geared to the students with some sewing experience, and too much time was spent on techniques too advanced for a novice. Also, no beginners should be allowed in more advanced classes because students with less knowledge monopolize the teacher and cause the class to move slowly. One suggestion was to divide the class into ability groups and give specialized attention to each group. Another made the same type of comment: divide the class and have a
more experienced seamstress from the class sit with a few less-experienced sewers.

Five women suggested having sewing machines available in all classes.

Three women wanted more classes offered to provide not only smaller classes but more selection as to day of the week, time of day and subject level.

Two comments concerned starting class at 6:30 P.M. They said this was an extremely inconvenient time for a woman with a family to get to class.

Other suggestions were:

1. Classes of shorter duration: perhaps 1 1/2 hours rather than 3 hours.
2. Shorter class lessons so each student could have more individual help.
3. Divide class time into one hour for theory and two hours for lab. This way people could leave after first hour if they wanted to.
4. Have less detailed instruction for beginners.
5. Increase patrols on campus to prevent vandalism and thefts from cars.
6. Decrease insecurity concerning cancelation of small classes. Students fear that small classes will be terminated and they will be left with an unfinished project.
7. Provide bobbins for classroom machines.

8. Show more "tricks of the trade" rather than teaching to students who are taking the course for credit.

9. Show more examples of what can be made as well as current fashion trends.

10. Use more time for sewing instruction than arts and crafts projects.

Characteristics of Respondents

The responses to the general questions (see Appendix) provide information about the respondent and relationship to the class.

<table>
<thead>
<tr>
<th>Age</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>4</td>
</tr>
<tr>
<td>21-35</td>
<td>35</td>
</tr>
<tr>
<td>35-50</td>
<td>27</td>
</tr>
<tr>
<td>Over 50</td>
<td>23</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
</tr>
</tbody>
</table>

The largest age group was the 21-35 year category, the years when a woman would be likely to have young children at home. It is interesting to note the large percentage (25.5 per cent) of drop outs in the age group of over 50. This is the group that would be expected to have fewer home responsibilities and more leisure time for classes of this nature. However, it is also the age when illness might interfere with class attendance. Eight of the women in the over-50 age group listed illness as the reason for dropping out of their class.
The small number of women under 21 would be expected as the adult classes are limited to students 18 years of age or older.

**Marital Status and Children**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Children Living at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>3</td>
</tr>
<tr>
<td>Married</td>
<td>76</td>
</tr>
<tr>
<td>Divorced</td>
<td>6</td>
</tr>
<tr>
<td>Widowed</td>
<td>4</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seventy-six women (or 83.5 per cent of the sample) were married. Forty replies said they had one or two children living at home (20 had one, 20 had two). Twenty-seven had no children at home.

**Income and Employment**

<table>
<thead>
<tr>
<th>Yearly Income</th>
<th>Are You Employed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $5,000</td>
<td>4</td>
</tr>
<tr>
<td>$5,000-10,000</td>
<td>16</td>
</tr>
<tr>
<td>$10,000-15,000</td>
<td>25</td>
</tr>
<tr>
<td>Over $15,000</td>
<td>36</td>
</tr>
<tr>
<td>No answer</td>
<td>10</td>
</tr>
</tbody>
</table>

Thirty-nine per cent of the sample had a family income over $15,000 per year with another 27 per cent in the $10,000-15,000 per year group. Only 25 women said they were employed full time, and nine had part-time jobs. This leaves 58 per cent not employed outside the home.

**Schooling**

<table>
<thead>
<tr>
<th>Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No high school</td>
<td>2</td>
</tr>
<tr>
<td>Some high school</td>
<td>8</td>
</tr>
<tr>
<td>High school graduate</td>
<td>31</td>
</tr>
<tr>
<td>Some college</td>
<td>35</td>
</tr>
<tr>
<td>College graduate</td>
<td>14</td>
</tr>
</tbody>
</table>
Half of the sample had some college education or were college graduates. Only 10 women had not graduated from high school. This seems like a low number since clothing classes can be taken for credit toward a high school diploma. Either very few women are taking advantage of this, or those enrolled for credit do not drop out as often as the ones with a better education.

**Distance Traveled to Class**

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 miles</td>
<td>30</td>
</tr>
<tr>
<td>2-5 miles</td>
<td>34</td>
</tr>
<tr>
<td>5-10 miles</td>
<td>19</td>
</tr>
<tr>
<td>More than 10 miles</td>
<td>8</td>
</tr>
</tbody>
</table>

Although a large number of the drop outs lived less than two miles from the class location, it is interesting to notice that almost an equal number traveled over five miles to class. One would wonder why the eight who traveled over ten miles to class selected this class rather than one closer to their homes. Perhaps they wanted to take the course from a particular teacher, or perhaps the day or time the class was offered was more convenient than the schedule of the school nearer their homes.

**Attendance**

Number of class sessions attended before dropping out:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>43</td>
</tr>
<tr>
<td>5-10</td>
<td>27</td>
</tr>
<tr>
<td>10-16</td>
<td>11</td>
</tr>
<tr>
<td>No answer</td>
<td>10</td>
</tr>
</tbody>
</table>
Almost half of the sample dropped out before attending five class sessions. Then the rate of drop outs decreased as the semester continued. Although there are 20 weeks in a school semester, a student could not be considered a drop out by the definition used in this study (the same as used for Los Angeles City Schools) if she attended 16 sessions. There are five school months each semester consisting of four weeks each. At least one week each semester is a school vacation. So if a student attended 16 sessions, this would mean she attended one class session during the last school month which counts her as an active student on the class role. Students were asked if their attendance had been regular before they dropped out. Seventy-six respondents replied, "yes," and nine replied, "no." However, these results may be misleading since several of the women who said they had regular attendance also commented at the end of the list of reasons that they felt they had missed too many sessions to keep up with the class. Perhaps the respondents did not understand the meaning of "regular" attendance. Also, attendance could not be considered as regular or irregular if a student attended just the first one, two, or three classes and then dropped out; and, as mentioned previously, half of the sample dropped out before attending five sessions.
Sewing Experience

In order to gain background information on the ability of each student surveyed, the question was asked, "Before entering this class, what was your sewing experience?"

The responses were

None 11  
Some 45  
A lot 35

The majority of the sample had some sewing experience. Although almost half the sample were from beginning classes, very few drop outs had no previous experience.

Garments Made

The questionnaire asked two questions regarding the projects made in class. "How many garments did you complete with the help of this class?"

None 55  
One 15  
Two 6  
More than two 11  
No answer 4

"Did you have a garment in progress when you stopped attending?"

Yes 57  
No 34

More than 50 per cent of the sample said they did not complete one garment in the class. This would expected since 43 dropped out without attending five classes. About the same number who did not complete a garment
said they had a garment in progress when they left. From these results it appears that students leave without regard to whether they are in the middle of a project or not.

Drop Out Rates in Relation to Initial Class Size, Subject and Day or Time Class was Held

This study used a sample the sixteen clothing construction classes that met for the fall 1971-72 semester at Kennedy, Granada Hills, San Fernando School for Adults. Drop outs from these sixteen classes provided the ninety-one responses to the questionnaire which were analyzed previously in this paper.

This section will look at the enrollment statistics of the classes themselves, the initial enrollment and the closing enrollment, to see if there appears to be any relationship between the drop out rates and the initial class size, the subject taught, the day or time the class met.

The sixteen adult clothing classes that provided the sample used in this study are outlined in Table 5 (page 38). They are arranged according to the per cent of students that dropped out during the semester studied. There is a range of drop out rates from a high of 70.3 per cent to a low of 6.9 per cent, the average being 36.2 per cent.

The five classes with more than a 50 per cent drop out rate were all evening classes. The drop out rates according to the time of day a class was held are given in
Table 6 (page 41). The classes with the greatest per cent of dropouts were the four 7-10 P.M. classes. These classes lost 56.4 per cent of their initial enrollment before the end of the semester. The class with the 70.3 per cent drop out rate was one of these 7-10 P.M. classes. The 6:30-9:30 P.M. classes lost 53.4 per cent of their enrollment during the semester, while the morning and afternoon classes lost only 18.4 per cent and 28.7 per cent respectively.

Table 7 (page 42) gives the drop out rates on each day of the week. Although Friday had the smallest drop out rate, it is difficult to draw any conclusions since only one class was offered on this day, and it happened to be the one with the lowest drop out rate of the whole sample. The drop out rates on the other four days are fairly similar.

Table 8 (page 56) arranges the drop out rates according to the level of the classes. Tailoring classes had the highest rate (49.45 per cent). This might be explained by the large number of older women drop outs that were found in this study, since tailoring is generally considered as a subject that would appeal to older persons with more sewing experience. The large drop out rate in tailoring might be explained by the fact that all of these classes were originally scheduled to be taught by a teacher who was not able to teach this particular semester
and the classes were taught by a substitute instead. Since this is an unusual circumstance, these statistics would not be indicative of what one might expect in a succeeding semester.

The lowest drop out rate was in the pattern adjustment classes. This might be due to the fact that these are very specialized classes. Only women who are very interested in this specific area would enroll, while the other classes are more general and every lesson might not be on something of interest to every student.

When the classes within each level are compared, it is noticed that those beginning, advanced, and pattern classes with the largest initial enrollments had the largest drop out rates. (See Table 9, page 57.) The exceptions are the three intermediate classes. One had a high drop out rate and two had low rates leading the researcher to believe that there were factors at work in these classes which cannot be measured in this study. The one with the large drop out rate was another class that met with a substitute teacher.

It appears that drop out rates are influenced by several factors: the time of day a class is held, the level or subject of the class, and the initial enrollment of the class. No attempt was made in this study to measure the influence of the teacher on the drop out rate since this is a difficult thing to identify from the data available.
TABLE 8
DROP OUT RATES OF SIXTEEN FALL 1971 CLOTHING CONSTRUCTION CLASSES
AT KENNEDY, GRANADA HILLS, SAN FERNANDO SCHOOL FOR ADULTS
ARRANGED IN ORDER OF PER CENT OF DROP OUTS

<table>
<thead>
<tr>
<th>Percent of Drop Outs</th>
<th>Type of Class</th>
<th>Day and Time of Class</th>
<th>Initial Enroll.</th>
<th>Final Enroll.</th>
<th>Number of Drop Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.3%</td>
<td>Tailoring</td>
<td>T 7-10 P.M.</td>
<td>30</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>67.1</td>
<td>Intermed.</td>
<td>Th 6:30-9:30 P.M.</td>
<td>28</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>60.1</td>
<td>Beginning</td>
<td>W 6:30-9:30 P.M.</td>
<td>41</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>60.1</td>
<td>Beginning</td>
<td>T 7-10 P.M.</td>
<td>41</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>56.1</td>
<td>Tailoring</td>
<td>M 7-10 P.M.</td>
<td>30</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>46.0</td>
<td>Beginning</td>
<td>Th 12-3 P.M.</td>
<td>28</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>38.1</td>
<td>Tailoring</td>
<td>M 9-12 A.M.</td>
<td>21</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>33.3</td>
<td>Tailoring</td>
<td>W 9-12 A.M.</td>
<td>24</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>33.3</td>
<td>Beginning</td>
<td>T 6:30-9:30 P.M.</td>
<td>36</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>26.1</td>
<td>Beginning</td>
<td>M 7-10 P.M.</td>
<td>23</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>17.0</td>
<td>Patt. Adj.</td>
<td>W 9-12 A.M.</td>
<td>45</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>17.0</td>
<td>Patt. Adj.</td>
<td>W 12:30-3:30 P.M.</td>
<td>45</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>14.8</td>
<td>Intermed.</td>
<td>T 9-12 AM.</td>
<td>27</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>11.7</td>
<td>Beg. &amp; Int.</td>
<td>Th 9-12 A.M.</td>
<td>34</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>6.9</td>
<td>Beginning</td>
<td>F 9-12 A.M.</td>
<td>29</td>
<td>27</td>
<td>2</td>
</tr>
</tbody>
</table>

37.3 % (Average)  
Totals 392 246 146
TABLE 9

DROP OUT RATES OF SIXTEEN FALL 1971 CLOTHING CONSTRUCTION CLASSES
AT KENNEDY, GRANADA HILLS, SAN FERNANDO SCHOOL FOR ADULTS
ARRANGED ACCORDING TO TIME OF DAY CLASSES WERE HELD

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Number of Classes</th>
<th>Total Enrolled</th>
<th>Enrollment at End of Semester</th>
<th>Number of Drop Outs</th>
<th>Per cent Drop Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>7</td>
<td>212</td>
<td>173</td>
<td>39</td>
<td>18.4%</td>
</tr>
<tr>
<td>Afternoon</td>
<td>2</td>
<td>73</td>
<td>52</td>
<td>21</td>
<td>28.7%</td>
</tr>
<tr>
<td>6:30-9:30 P.M.</td>
<td>3</td>
<td>105</td>
<td>49</td>
<td>56</td>
<td>53.4%</td>
</tr>
<tr>
<td>7-10 P.M.</td>
<td>4</td>
<td>124</td>
<td>54</td>
<td>70</td>
<td>56.4%</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>514</td>
<td>328</td>
<td>186</td>
<td>.36.2%</td>
</tr>
</tbody>
</table>

(Average)
TABLE 10

DROP OUT RATES OF SIXTEEN FALL 1971 CLOTHING CONSTRUCTION CLASSES 
AT KENNEDY, GRANADA HILLS, SAN FERNANDO SCHOOL FOR ADULTS 
ARRANGED ACCORDING TO DAY OF THE WEEK CLASSES WERE HELD

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Number of Classes</th>
<th>Total Enrolled</th>
<th>Enrollment at End of Semester</th>
<th>Number of Drop Outs</th>
<th>Per cent of Drop Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>4</td>
<td>106</td>
<td>70</td>
<td>36</td>
<td>33.4%</td>
</tr>
<tr>
<td>Tuesday</td>
<td>4</td>
<td>134</td>
<td>71</td>
<td>63</td>
<td>47.0</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4</td>
<td>155</td>
<td>106</td>
<td>49</td>
<td>31.6</td>
</tr>
<tr>
<td>Thursday</td>
<td>3</td>
<td>90</td>
<td>54</td>
<td>36</td>
<td>40.0</td>
</tr>
<tr>
<td>Friday</td>
<td>1</td>
<td>29</td>
<td>27</td>
<td>2</td>
<td>6.9</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>514</td>
<td>328</td>
<td>186</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

(Average)
<table>
<thead>
<tr>
<th>Class Level</th>
<th>Number of Classes</th>
<th>Total Enrolled</th>
<th>Enrollment at End of Semester</th>
<th>Number of Drop Outs</th>
<th>Percent of Drop Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>6</td>
<td>198</td>
<td>115</td>
<td>83</td>
<td>41.9%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>3</td>
<td>89</td>
<td>62</td>
<td>27</td>
<td>30.3</td>
</tr>
<tr>
<td>Tailoring</td>
<td>4</td>
<td>105</td>
<td>50</td>
<td>55</td>
<td>53.4</td>
</tr>
<tr>
<td>Pattern Adjust.</td>
<td>3</td>
<td>122</td>
<td>101</td>
<td>21</td>
<td>26.0</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>514</td>
<td>328</td>
<td>186</td>
<td>36.2% (Average)</td>
</tr>
</tbody>
</table>
**TABLE 12**

DROP OUT RATES OF 16 FALL 1971 CLOTHING CONSTRUCTION CLASSES AT KENNEDY, GRANADA HILLS, SAN FERNANDO SCHOOL FOR ADULTS ARRANGED BY CLASS LEVEL AND INITIAL ENROLLMENT

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Drop Out Rate</th>
<th>Initial Enroll.</th>
<th>Day and Time of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60.1%</td>
<td>41</td>
<td>W 6:30–9:30 P.M.</td>
</tr>
<tr>
<td></td>
<td>60.1</td>
<td>41</td>
<td>T 7-10 P.M.</td>
</tr>
<tr>
<td></td>
<td>46.0</td>
<td>28</td>
<td>Th 12-3 P.M.</td>
</tr>
<tr>
<td></td>
<td>33.3</td>
<td>36</td>
<td>T 6:30-9:30 P.M.</td>
</tr>
<tr>
<td></td>
<td>6.9</td>
<td>29</td>
<td>F 9-12 A.M.</td>
</tr>
<tr>
<td>Average drop out rate</td>
<td>38.75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>67.1%</td>
<td>28</td>
<td>Th 6:30-9:30 P.M.</td>
</tr>
<tr>
<td></td>
<td>14.8%</td>
<td>27</td>
<td>T 9-12 A.M.</td>
</tr>
<tr>
<td></td>
<td>11.7%</td>
<td>34</td>
<td>Th 9-12 A.M.</td>
</tr>
<tr>
<td>Average drop out rate</td>
<td>31.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70.3%</td>
<td>30</td>
<td>T 7-10 P.M.</td>
</tr>
<tr>
<td></td>
<td>56.1</td>
<td>30</td>
<td>M 7-10 P.M.</td>
</tr>
<tr>
<td></td>
<td>38.1</td>
<td>21</td>
<td>X 9-12 A.M.</td>
</tr>
<tr>
<td></td>
<td>33.3</td>
<td>24</td>
<td>W 9-12 A.M.</td>
</tr>
<tr>
<td>Average drop out rate</td>
<td>49.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern Adjustment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.0%</td>
<td>45</td>
<td>W 9-12 A.M.</td>
</tr>
<tr>
<td></td>
<td>17.0</td>
<td>45</td>
<td>W 12:30-3:30 P.M.</td>
</tr>
<tr>
<td></td>
<td>15.6</td>
<td>32</td>
<td>M 9-12 A.M.</td>
</tr>
<tr>
<td>Average drop out rate</td>
<td>16.53%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Previous research in the area of adult education is sketchy and inconclusive. Since 1928, when the first research concerning adult education was undertaken, there have been about 30 studies related to the adult education drop out. No two of these studies are identical and no two studies agree in all their results. Most studies do agree that the primary reasons adults drop out are personal problems such as illness, job interference or lack of time. Previous studies disagree on the characteristics of the drop out as well as the effect on the drop out rate of administratively controlled variables such as time of class, day of week class was held, length of course, and subject matter taught.

There have been no previous studies to determine reasons for drop outs in specific areas of study such as clothing construction. This survey was designed to determine whether or not women drop out of clothing classes for the same reasons adults drop out of other classes, to analyze the characteristics of the clothing class drop out, and to study the drop out rates of adult clothing classes
according to the day and time they were held, the initial
class size, and the subject level taught.

The sample used included women who dropped out of one
of the 16 clothing classes offered by Kennedy, Granada
Hills, San Fernando School for Adults in the fall of 1971.
The 16 classes had an initial enrollment of 514. At the
close of the semester there were 328 active students. One
hundred and seventy-five had actually dropped out (some
women dropped out of more than one class).

A questionnaire was mailed to each of the 175 drop
outs asking them to indicate the reason or reasons they
dropped the course and provide certain general information
about themselves and the class they attended. Ninety-one
questionnaires were completed and returned.

The ninety-one respondents checked a combined total
of 256 reasons for dropping out. These reasons were divi-
ded into two groups: one group included reasons under the
control of the teacher or school and the other group con-
tained reasons not related to the school or teacher.
Seventy-four per cent of the responses were for reasons
related to the school or teacher. The most frequently
cited reason in this group was that the class was too
large; and a second reason, mentioned almost as often,
was that the teacher did not give the student enough per-
sonal attention.
Personal or family illness was the most frequently cited reason in the group outside the school or teacher's control. Twenty-six per cent of the responses fell into this category. Most women who cited reasons in this group also responded that they were satisfied with the course. Those who responded to reasons under the control of the school or teacher were less satisfied.

These results conflict with previous studies that show the main reasons for students dropping out of adult education classes have to do with factors beyond the control of the school or teacher.

This study found the largest number of drop outs to be 21-35 years old, married, with 0-2 children living at home. Most were not employed outside the home, had a yearly family income of over $10,000, had a high school diploma and some college education. Over 70 per cent traveled five miles or less to class.

Almost half of the sample had dropped out before attending five class sessions, and more than half failed to complete one garment in class. Over half also responded that they had a garment in progress when they left.

The 16 classes studied had drop out rates ranging from 70.3 per cent to 6.9 per cent, the average being 36.2 per cent. All five classes with more than 50 per cent drop out rate were evening classes. When drop out rates were arranged by subject level, tailoring had the highest
rate of drop outs and pattern adjustment had the least. When classes were arranged according to initial enrollment, those with the largest number of students at the beginning of the semester tended to have the largest drop out rate.

Conclusions

1. More women drop out of adult clothing classes for reasons under the control of the school or teacher than drop out for reasons not related to the school or teacher.

2. Women who drop out for school or teacher related reasons are less satisfied with the course than women who drop out for reasons not related to the school or teacher.

3. The two reasons under the control of the school or teacher cited most often for dropping out of an adult clothing class were: the class is too large and not enough personal attention was given to each student.

4. Illness was the primary reason cited outside the school or teacher's control for dropping out.

5. Substitution of teacher can cause drop outs.

6. Mixture of ability levels in classes leads to loss of interest and drop outs.

7. Adult clothing classes have poor holding power on older women and women with no children at home,
the very ones who should be free to attend these classes.

8. Night classes have larger drop out rates than day classes.

9. Classes with large initial enrollments tend to have larger drop out rates than classes with smaller initial enrollments.

10. No evidence was obtained to support the theory that drop out rates are higher or lower on certain days of the week.

11. Drop out rates vary with the subject taught. Classes in specific subject like pattern adjustment have fewer drop outs than classes in more general areas of study, such as beginning clothing.

12. Students drop out regardless of whether or not they have completed a project. Having a garment in progress does not hold students in class.

13. Students do not drop out of clothing construction classes for the same reasons they leave other adult classes. Class size and personal attention are more important in sewing classes than in most other types of classes.

14. The more sewing experience a student has, the less she feels a lack of personal attention.
Recommendations to Prevent Future Drop Outs

1. Effort should be taken by the teachers and administrators to enroll students in the proper level clothing classes, i.e., beginners in beginning classes, more advanced or experienced sewers in more advanced classes. This would relieve complaints in several areas. Beginning classes could move slower and advanced classes could move faster. There would not be as much loss of interest and students could learn more of what they wanted to learn.

2. Offer several classes at each sewing level to avoid mixing abilities in each class.

3. Class size should be limited to prevent loss of interest, provide more personal attention for each student, and relieve overcrowding of classroom facilities: workspace, sewing machines and seating.

4. Start all evening classes at 7 P.M. rather than 6:30 P.M.

5. Increase classes in specific subjects rather than general courses. It might be advantageous to have these classes scheduled for a shorter duration.
6. Increase holding power of first few class sessions. This would be a good time to determine what students want from the class.

Recommendations for Further Study

1. Repeat the study using a pretest on the women to determine what they want to learn, why they selected the class, time, teacher, location.

2. It would be interesting to see the results of this same type of study in other "hobby" or "leisure time" classes such as ceramics, photography or upholstery.

3. A study designed to test the teaching methods that hold adult students in class would be of much value to teachers or adults.
BIBLIOGRAPHY


APPENDIX

I am currently doing a study to determine the reasons why women drop out of clothing construction classes. You were enrolled in such a class at Kennedy, Granada Hills, San Fernando School for Adults but did not complete the Fall semester, 1971-72.

It is felt that adult programs can be improved if reasons are known why students leave before the conclusion of a class. I would appreciate your help in this study by giving a few minutes of your time to fill out the attached questionnaire.

This study is being conducted with the approval of Mr. Edward Alberts, principal of San Fernando School for Adults and with the guidance of Dr. Marjorie Joseph, Chairman of the Home Economics Department at San Fernando Valley State College.

Your anonymous reply will help to gather valuable information to improve the adult program and clothing classes. A stamped, self-addressed envelope is included for returning the forms. Thank you for your promptness and cooperation.

Sincerely,

Carolynn Nicholson
12518 Middlecoff
Granada Hills, CA 91344

February 23, 1972
REASONS WHY YOU DROPPED OUT OF AN ADULT CLOTHING CONSTRUCTION CLASS

Please check the reason or reasons that influenced you to drop the clothing construction class you attended during the fall semester 71-72 at San Fernando, Granada Hills, Kennedy Adult School. Check as many reasons as you wish and write in additional reasons in the space provided.

1. Personal or family illness
2. Pregnancy
3. Interference with employment
4. Change of residence
5. Interference with other activities
6. My family wanted me home
7. Lack of adequate care of children
8. Loss of interest in sewing
9. Loss of interest in attending class
10. Time of class was inconvenient
11. The semester was too long
12. Certain school facilities were inadequate:
    Parking
    Night campus lighting
    Inconvenient location
    Other (please specify)
13. Certain classroom facilities were inadequate:
    Work space
    Sewing machines
    Seating
    Lighting
    Other (please specify)
14. Lack of transportation
15. Teacher didn't give enough personal help
16. Teacher's explanations were not clear
17. Teacher was too critical
18. Students were not congenial
19. My friends dropped out
20. Class was too large
21. Class was at wrong level for my abilities
22. Class moved too fast
23. Class moved too slow
24. I did not have adequate room at home to work on my projects
25. Class called for too many expenditures
26. I was not learning what I wanted to learn
27. Other reasons not listed (please specify)

GENERAL INFORMATION QUESTIONS

Answers for the following questions are needed for statistical purposes. Your answers will be held in strict confidence. Please check the appropriate blank on each question.

1. Level of class you attended: beginning_39__ intermediate_10__
   advanced or tailoring_40__ no answer_2
2. Time of day the class met: morning 22 afternoon 8
   6:30-9:30 p.m. 30 7-10 p.m. 31
3. How large was the class? less than 15 students 14
   15-25 students 59  more than 25 students 26  no answer 1
4. How far did you have to travel to get to class?
   less than 7 miles 70 2-5 miles 24 5-10 miles 10
   more than 10 miles 8
5. How many class sessions did you attend before you dropped out?
   less than 5 43 5-10 27 11-16 11  no answer 10
6. Was your attendance regular before you dropped out?
   yes 76  no 9  no answer 6
7. Before entering this class, what was your sewing experience?
   none 11  some 45  a lot 35
8. How many garments did you complete with the help of this class?
   none 55 one 15  two 6  more than two 11  no answer 4
9. Did you have a garment in progress when you stopped attending?
   yes 57  no 34
10. Were you satisfied with the class before you dropped out?
   yes 48  no 38  both yes and no 2  no answer 3
11. What is your age? under 21 4 21-35 35 36-50 27 over 50 23
    no answer 2
12. Are you: single 3  married 76  divorced 6  widowed 4
    no answer 2
13. What is your yearly family income: under $5,000 4
    $5,000-10,000 16  $10,000-15,000 23  over $15,000 36
    no answer 10
14. How many children do you have living at home? none 27 one 20
    two 20 three 10  more than three 13  no answer 1
15. Are you employed? no 53 part time 9  full time 25  no answer 4
16. What is the highest schooling you have had? some high school 8
    high school graduate 9  some college 13  college graduate 25
    No high school 2  no answer 1
   Do you have any suggestions to improve the adult school program or
   the clothing construction classes?
   _______________________________________________________________