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Cauley, James Dave, Ph.D.

The Ohio State University, 1988
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UMI
A STUDY OF FACTORS AFFECTING HIGH SCHOOL STUDENTS' DECISION TO CUT CLASSES INITIALLY

Dissertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

James Dave Cauley, B.S., M.S.

........

The Ohio State University

1988

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For over a decade, state officials and school administrators have been concerned with student dropout rates and daily school attendance. Due to excessive absenteeism, school districts are losing millions of dollars annually in state aid because school funding is allocated on the basis of average daily attendance (Karweit, 1973; Davenport, 1977).

It is important to note that the vast amount of research contained in the literature focuses on factors which relate mainly to absenteeism and very little to partial attendance, i.e., cutting. Most attendance procedures do not give accurate information about individual class cutting. They are designed to determine the Average Daily Attendance (ADA) which complies with state laws relative to apportionment of state funds, based on per pupil attendance. Attendance procedures are designed to collect data once a day. As a result, ADA attendance figures do not reflect cutting within the school day. Because of the potential loss of revenue, there have been numerous programs initiated to study the effects of dropouts and to find ways to rectify or reduce the problem (Snowden & Peel, 1985). Since there is not a loss of funding for partial attendance and school districts are not required to
report class cutting to the State Department of Education, there have been very few studies or extensive research done in this area.

Absenteeism is different from class cutting and should be regarded differently. If there is a positive correlation, for example, between the identified factors related to absenteeism and the factors related to cutting, any corrective action taken to combat absenteeism will also combat class cutting. However, if such a correlation does not exist, then there is a need for research in the area of cutting.

**Statement of Problem**

Out of 1,414 American Association of School Administrators (AASA), half of the AASA members responding to a survey cited class cutting or casual cutting of the whole school day as a serious problem, and not many have found a solution to the problem (Neill, 1979). Class cutting has been, and continues to be, one of the most serious, most intractable problems for secondary school administrators as previously mentioned. Class absenteeism adversely affects many aspects of a school's program, as well as the individual academic achievement of the student involved.

Building administrators have tried to combat the rising number of students cutting classes by requiring teachers to report students' class absences for every period to the attendance office instead of once a day. Students' class absences are probably "underreported," and school attendance records are not as nearly accurate as they should be for several reasons: student deviousness, careless reporting practices by the teacher, varying definitions of absences, administrative concern for "appearances," no
consistent procedure for recording absences in the classroom, errors made in entering absences when the regular teacher is absent, and no official records of class absences. Attendance-taking procedures vary from teacher to teacher. Some call out all names, while others scan their rooms for empty seats; some delegate attendance taking to a responsible student, while others may excuse a student from class for a prearranged absence and not record it. Attendance records are also affected by frequent errors made when class absence reports are entered into school office records, often by unskilled student workers. Sometimes errors of omission are deliberate. In some instances student office helpers are often pressured to omit certain names, or they deliberately try to cover up for their friends (Jung & Duckworth, 1983).

This qualitative descriptive study is concerned with the problem of why students report to school and attend some classes, and are truant from others. In addition, it attempts to determine what can be done to reduce selected class cutting.

**Significance of the Study**

Presently, there is a limited amount of research in the area of class cutting in urban secondary schools. This research is an attempt to help fill the void and to give administrators more insight into the factors that contribute to class cutting in order to implement attendance and administrative policies to reduce class cutting.

**Statement of the Purpose**

The purposes to be served by undertaking this study are as follows:
(1) to identify the reason why students initially cut class;
(2) to see if the same factors that cause students to dropout and be absent from school are the same for class cutters; and
(3) to identify possible solutions that may lead to reduction in the large number of students cutting classes.

**Hypotheses**

**Hypothesis 1:** Students that were initially identified as class cutters cut class because their friends did.

**Hypothesis 2:** Students that were initially identified as class cutters cut classes where they perceived that the teachers do not like them.

**Hypothesis 3:** Students that were initially identified as class cutters and were enrolled in general courses cut classes more than students enrolled in college preparatory and business courses.

**Hypothesis 4:** Of the students that were initially identified as class cutters, Black students cut more than White students.

**Hypothesis 5:** Of the students that were initially identified as class cutters, the students that live with single parents cut more than students living with both parents.

**Hypothesis 6:** Of the students that were initially identified as class cutters, students that come from low socioeconomic status cut more often than students that are in the middle and upper income level.

**Hypothesis 7:** Of the students that were initially identified as class cutters, students that do not participate in extracurricular activities cut more often than students that participate in extracurricular activities.
Hypothesis 8: Of the students that were initially identified as class cutters, boys cut more classes than girls.

Hypothesis 9: Of the students that were initially identified as class cutters, ninth-graders cut the most classes, followed by the tenth, eleventh, and twelfth graders.

Research Questions

This study will attempt to answer questions concerning areas related to class cutting since the hypotheses did not cover this information from the survey.

(1) Are students' perceptions of teacher's expectations and caring and uncaring attitude associated with class cutting?
(2) Is the physical plant (school building) associated with class cutting?
(3) Does the school's program format contribute to class cutting?
(4) Does the student's general attitude about school contribute to class cutting?
(5) Do students cut classes because of negative or outside influences?

Assumptions of the Study

(1) Class cutting in senior high school is a major problem throughout most of the urban school districts.
(2) Class cutting limits and reduces the chances of a student to pass the course.
(3) Class cutting is a disruptive and time consuming problem for parents, teachers, and school administrators.
(4) The school day may be a contributing factor in class cutting.

Limitations of the Study

Several characteristics of this study have placed limitations on the generalizability of findings to other urban high schools. The limiting factors are as follows:

(1) The study is limited to one urban public school.

(2) The class cutting data is limited to the first grading period.

(3) The sample is limited to 150 identified students that cut class during the first grading period.

Definition of Terms

Absenteeism - "absence from school for the entire day" (Levanto, 1975, p. 3).

Class cutting - missing one or more class periods after reporting to school.

Truant - "a youth who is absent from school without the knowledge and consent of his parents; legally defined, in some states, according to the frequency of occurrence of such absence; popularly, a youth who is absent from school without a valid excuse" (Good, 1977, p. 3).

Unexcused Absence - "absence from school for reasons that are not recognized by the school as legitimate, for example, absence because of play, truancy, illegal work, etc." (Good, 1977, p. 3).

Truancy - "deliberate absence from school on the part of the pupil without the knowledge and consent of the parent," or, the absence of a pupil
from school for which no reasonable or acceptable excuse is given (Good, 1977, p. 625). (This latter concept broadens the definition considerably and makes it synonymous with unexcused absence.)

**Average Daily Attendance** - "a statistic compiled by the formula: the sum of the days attended by each student enrolled divided by the number of days school is in session; this statistic is usually figured for the period of one year" (Good, 1977, p. 3).

**Excused Absence** - "absence from school for any reason recognized as legitimate by the school, for example, attendance at a religious ceremony, illness of the pupil or a member of the pupil's family, or death in the home" (Good, 1977, p. 3).

**Attendance** - "the act of being present, particularly at school" (Good, 1977, p. 47).

**Tardiness** - "the act or state of being late; in school, the term refers to a pupil's failure to be in a prescribed place, ready to begin work, at a prescribed time" (Good, 1977, p. 584).

**Dropout** - "most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduating from secondary school (Grade 12) or before completing an equivalent program of studies; such an individual is considered a dropout whether his dropping out occurs before or after he has passed the compulsory school attendance age, and where applicable, whether or not he has completed a minimum required amount of school work" (Good, 1977, p. 198).
Initially - happened within the first nine weeks of school.

Single - never been married.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Class cutting is not a new phenomenon, in the '70's and '80's it has become one of the major problems facing parents, law and state officials, and, more importantly, high school administrators in urban schools across the nation. Unfortunately, there is a limited amount of literature on class cutting. However, in the area of student absenteeism, dropout, truancy, and attendance policies and procedures, the literature appears to be closely related to the phenomenon of class cutting. The review of literature will cover the following areas: (1) Compulsory Education, (2) Student Absenteeism, (3) Dropout, and (4) Class Cutting.

Compulsory Education

Poor attendance is an increasing problem that interferes with the educational process. Considering this, the National Education Association Representative Assembly in 1980 directed the National Education Association to help states study the causes of truancy and other patterns of school nonattendance, along with identifying and treating irregular student attendance practices (Ebel, 1982). In addition, an historical summary of compulsory
education should aide in the understanding of the developmental process of the problem.

World attendance policies were established as early as 2000 B.C. in Babylon's Code of Hammurabi. In England, the Anglican Church was the state educational agency. The Church enacted the Poor Law of 1601 that required pauper children to be apprenticed and taught the rudiments (Metzel, 1985).

In most countries that had mandatory schooling, compulsory education was interwoven with humanitarian concerns, child labor laws, and the goals of the Church and state. The Elementary Education Act of 1870 and 1876 established free and compulsory education in England and Wales.

In 1918, the Education Act abolished half-time schooling in England (Galloway, 1985). Prussia was the first country in Europe to create compulsory education. They taught the masses their duties to the state, and it was monitored by the Department of Education (Ebel, 1982). In 1907, Japan became the first Asian country to pass compulsory attendance laws.

The United States was the second country to institute compulsory education. Massachusetts Bay Colony Law was passed in 1642, which established education. The law mandated the following:

1. It recited the negligence of parents and masters in the commonwealth.
2. It charged the selectman of the various towns with the correction of this evil.
3. For neglect of this duty, the officials were made subject to fines or other punishment.

4. A standard of literary education was fixed, children being required to read and to understand the principle of religion and the capital laws of the country.

5. The officials were given power to impose fines on parents and masters who refused to comply with the law.

6. The officials were given power, any court or magistrate consenting, to apprentice children whose parents or masters were found unable or unfit to care for them properly (Greene, 1986).

In 1691, Massachusetts passed a law requiring a town of 50 families to hire a schoolmaster to teach their children to read and write. Any town of 100 or more families was required to have a grammar school. A fine was imposed on any town that did not enforce the law. In essence, the town became the unit of local school administration.

Urbanization expansion was rapid after the Civil War. Immigrants had to learn to adjust to the American culture, but more importantly, the number of schoolage children was increased significantly. This increase of immigration caused the middle class to fear that the stability of their society was in jeopardy. Hence, attendance laws were contested by ethnic, religious, and family interest groups. Early compulsory education laws were proved to be weak and written without mentioning schools, schooling, or attendance. Enforcement was left up to the schools; therefore, enforcement went lacking
because school officials did not want unwilling students who would be in attendance only because of legal coercion (Mitzel, 1983).

Before 1920, state departments were small, usually consisting of two people—the superintendent and an assistant—therefore, state educational control was very limited. During the same time, the United States Commissioner of Education's main duty was a statistical collector. Unlike today, the control of schools was left up to the local school districts.

Connecticut passed the first state law in 1813, with its main intent to remove children from the labor force. Specifically, it forced mill owners to provide instruction in reading, writing, and arithmetic to children who worked in factories and mills. In 1842, the factory law was passed because children were working in factories rather than attending school. These schoolage children were quite capable of handling the machines, and their wages were needed by their families (Passow, 1977).

The Fair Labor Standards Act was passed in 1940, which made it illegal for children to work for industries that engaged in interstate commerce. This law had a great impact on school dropouts that were younger than 18, because they were not allowed to be gainfully employed until they reached 18 years of age.

By the early 1500's, each state had an educational code. The code defined compulsory school age as 6 to 18 years of age. This guaranteed a student would receive a minimum of 9 years of schooling. States required specific conditions for maintaining and operating school. The school calendar was generally 180 days, 36 weeks, or 9 months. Regular or "continuous
attendance” was demanded in some states, while others look at attendance on a full-term basis.

Public school codes have set penalties for parents, guardians, or persons in parental relations when compulsory schoolage children violate the compulsory attendance requirements. Parents may be convicted or fined. Dollar amounts are specified for each recurring offense. These monies will directly benefit the school districts in which the offending person lives.

Ohio Law requires all children between the ages of 6 and 18 to attend school. The school attended may be either public or private, provided it meets the minimum standards prescribed by the State Board of Education. In limited cases, where those standards conflict with genuinely held religious beliefs of the parents, non-standard schools may be attended (Baker, 1986).

All boards of education are required to establish a standardized testing program or to designate the minimum standards acceptable for the early admission of children to kindergarten or the first grade. On request of the parents, the board must provide the testing to children who will be 5 or 6 years of age (for kindergarten or first grade, respectively) on or before the first day of January of the year for which admission is requested and must admit the children who pass such tests (Baker, 1986).

The Ohio Law clearly spells out the responsibility of the parents of schoolage children. “The parent or other person having the care of a child of compulsory schoolage is responsible for the child’s school attendance. That responsibility is satisfied by attendance at either a school or a special education program which meets the minimum standards prescribed by the State Board of Education. The responsibility of parents for the attendance of
schoolage children ends when: (a) the child receives a high school diploma; (b) the child is excused from school attendance under an age and schooling certificate; or (c) the child is excused from school or special education program attendance under rules prescribed by the state board of education (Baker, 1986).

School attendance must begin within the first week of the school term. Children moving into the school district must begin school attendance within 1 week after they begin to reside in the district. Children previously excused from school attendance under age and schooling certificates must resume that attendance within 1 week after their employment terminates.

When a parent, guardian, or other person having care of a child of compulsory school age fails to send them to school, the parent or guardian could be fined or jailed. Ohio law specifically states: "The court may require a person convicted of violating the code to give bond in the sum of $100 with sureties to the approval court, conditioned that he will cause the child under his charge to attend upon instruction as provided by law, and remain as a pupil in the school or class during the term prescribed by law. Second, no parent, guardian, or other personal shall fail or refuse to pay a fine to give bond as provided for in this section. Last, this section does not relieve from prosecution and conviction any parent, guardian, or other person upon further violation of such sections; nor shall forfeiture of the bond relieve such person from prosecution and conviction upon further violation of such sections" (Baker, 1986).

According to a 1979 Gallup poll, over 90 percent of the public favors compulsory attendance through the elementary school; however, there is
disagreement over compulsory attendance for junior and senior high school students. The Gallup poll found that 73 percent of the general public and 56 percent of professional educators are in favor of compulsory attendance for junior and senior high school students. It also points out that there is a growing dissatisfaction with the present compulsory attendance laws. Even though there is this growing dissatisfaction with the law, any attempt to change the compulsory school law will be strongly opposed by the National Education Association, the American Federation of Teachers, and organized labor (Moberly, 1980).

Since the onset of compulsory education laws, it appears that these laws did not ensure that all students would attend schools regularly. Passow states, "The high rates of absenteeism from both school and classes have made a mockery of compulsory attendance laws so that their enforcement is far too costly for the poor results achieved when students are returned to school and classes" (Passow, 1977).

As early as 1842, with the passage of the "Factory Law," truancy and non-attendance were common. Galloway states, "Irregular school attendance was a problem before education became free and compulsory, and it has continued to be one since." Additionally, there is little evidence that school attendance rates have changed noticeably throughout the twentieth century (Galloway, 1985).

England's National Association of Chief Education Welfare Officers (1974) thought that 60 percent of the absences was due to non-medical causes; thus, by implication the absenteeism was unexcused. In New York inner city schools, the average daily attendance is below 48 percent. Most
states' attendance records reflect a decline in average daily attendance over the past 5 years. Decreasing attendance is on the rise, and nothing is being done to counteract it (Brown, 1975). In sharp contrast, Columbus City Schools' attendance rates for the 1984-85 school year are as follows: elementary schools--93.7 percent; middle schools--90.1 percent; and secondary schools--87.4 percent. However, the urban public school in this study is above the system's average with 90.2 percent (1986-87 Columbus Public School Pupil Personnel Report).

Presently, teachers, school officials, and law makers are openly stating that compulsory school laws are not working. Looking at recent U.S. Supreme Court decisions on compulsory education, there is a slight reversal trend. In 1969, the case of Tinker v. The Des Moines School District ruled: "Students in school as well as out of school are persons under our Constitution. They are possessed of fundamental rights which the state must respect." This decision made some authorities believe that ruling has eliminated the legal justifications of loco-parentis and thus made compulsory schooling unconstitutional (Moberly, 1980).

The "Amish Case," in 1972, is another case related to school attendance. The Wisconsin v. Yoder case ruled that the First and Fourteenth Amendments prevent the state from compelling formal high school attendance to age 16. Many educators feel that high school students are entitled to an education, but they should not be forced to acquire one. Therefore, compulsory education should be phased out for high school students. Moberly argues that compulsory education has fostered a population of bitter youth
who see no point and/or cannot succeed in a narrow, college-oriented curriculum (Moberly, 1980).

After reviewing the Supreme Court ruling on the Amish case, Brown states, "Compulsory attendance above the age of 14 is unconstitutional." He also reviewed the Wisconsin compulsory attendance laws, and concluded that if the Amish faith cannot be compelled to attend school beyond the eighth grade, why should children of other faiths be required or forced to attend school above the eighth grade. He also points out compulsory school laws are rarely enforced above the age of 14. Courts are backlogged with criminal cases and it is almost impossible to get a case of truancy on the docket, even harder to get a conviction (Brown, 1975).

The National Commission on the Reform of Secondary Education warned that adolescents must not be forced to attend high school lest these become custodial institutions. The Panel on Youth of the President's Science Advisory Committee did an indepth study, which looked at the appropriateness of the set minimum age criterion for leaving school and beginning work. They concluded, "a better means can be formed for assuring the right of the young person to some degree of self-determination while protecting him from exploitation by others" (Passow, 1977).

Moberly, in his attempt to look at the problem, concluded the following:

1. Many of our students could find more appropriate or immediately useful educational experiences outside the typical high school.
2. It is unrealistic to assume that any social institution can meet the needs of all youths 16 to 18 years.

3. High school students are entitled to an education, but they should not be forced to acquire one.

4. Compulsory schooling has not met all the educational needs of our youth (Moberly, 1980).

Passow's viewpoint is: Today's high schools do not and cannot provide a complete "context for the accomplishment of many important facets of maturation" (Passow, 1977). However, he is against lowering the compulsory age to 14 because the poor, ethnic, and racial minority groups are most likely to suffer. Also, urban areas have the greatest concentration of problems in educating our youth because of the limited resources available to local school districts. Additionally, minority groups will be even more disadvantaged if major reforms are not made to provide meaningful employment and alternatives to educational opportunities (Passow, 1977).

Finally, the National Commission on Reform of Secondary Education, which is financed by the Charles F. Kettering Foundation, looked at lowering the school-leaving age. One of the most powerful recommendations was that students should not be required to attend school after the age of 14. The bases cited for this recommendation are: (a) the Tinker's decision, which was previously mentioned; (b) problems resulting from attendance by students who do not want to be in school; and (c) the increasing high unexcused absence rate in urban high schools. In one important note, the commission
pointed out that there is a difference between compulsory education and compulsory attendance (Moberly, 1980).

The general consensus of the literature supports the idea of lowering the compulsory school age, but there is not a general agreement on what the school-leaving age should be. Additionally, high schools cannot and are not meeting the individual needs of all our students. In order to serve our youth better, schools must develop a variety of educational options and alternative programs within and outside the school. Different agencies, such as the home, church, community, and media should link together with educational agencies in providing the total all-around experience for our high school students.

**Student Absenteeism**

Student absenteeism has always been a problem, but in recent years school administrators considered it to be the most perplexing student problem for themselves, outranking discipline by a 2 to 1 ratio. Research over the years has been limited. There is an agreement that unexcused student absenteeism is a serious problem for educators and society. There is no easy solution to the problem (Brimm, Forgety, & Sadler, 1973). School officials accept the fact that students will be absent from school the same way that adults are absent from work. One thing that concerns school officials is that student absenteeism is rising, whereas adult absenteeism has changed very little in the 20 years from 1957 to 1976. The average adult worker missed, on the average, 9 days of work in 1976, with 6 days for illness or injury and 3 for civic or personal reasons. For students, this would be equivalent to 7 days' absences per 180-day school year (Practitioner, 1978). Absenteeism
rose during each succeeding year of a 5-year student (1974-1979). Federal estimates put the average daily absentee rate for the nation’s schools at 6.4 percent, based on a total public school enrollment of 43.7 million in 1977. That means at least 2.8 million students missed class on an average day.

These estimates came from the Vance Grant of the National Center for Education Statistics. In large urban cities, like New York and Chicago, the absentee rate is 18 percent and 15.4 percent, respectively. The median attendance rate for schools in New York State was 94.5 percent in 1982-83. State Education Departments estimate that 3 to 4 percent of the school enrollment may be legally absent each day (Guides, 1985). The average reported absenteeism rate for the Columbus Public Secondary Schools is 12.6 percent. This statistic was taken from the Division of Computer Services and Statistical Reports of the Ohio Department of Education. Levanto (1973) points out that high school absenteeism has increased over the years and that it is a matter of serious concern to school administrators, teachers, parents, and communities. While looking at the problem, he defined absenteeism as an absence from school for the entire day and emphasized that it should not be confused with period or class cutting. In his study, he used a school calendar of 180 days. The "normal" absentee rate is 7 to 9 days or 4 to 5 percent daily absent rate. This rate was not uncommon to high schools 10 to 15 years ago. Today, it is not uncommon to see rates ranging from 10 percent to 50 percent (Levanto, 1975).
Who's Responsible for Attendance

The question arises, who is really responsible for assuring that students attend school? Many parents feel that it is solely the responsibility of the school to ensure that their children are present and accounted for on a daily basis. Levanto is in direct opposition to this belief and feels that schools should not bear the brunt of increasing absenteeism. Attendance is and should be the responsibility of the parents and students (Levanto, 1973).

The George Gallup poll in 1978 supports Levanto's positions. The poll looked at parental attitudes about schools and reported that 86 percent of its participants stated that parents should be held responsible for their children's attendance at school (Practitioner, 1978). School officials are obligated by law to notify parents when their child is absent from school, but they do not feel that it is their total responsibility that students attend school.

Problems Created by School Truancy or Unexcused Absences

Many problems are created by students that are excessively absent. Karweit feels that excessive absenteeism keeps the individual from taking full advantage of their educational program and it disrupts the education of attending classmates. It also forces the teacher to lose valuable instructional time when they are forced to reteach the missed material (Karweit, 1973).

Davenport emphasizes that excessive absenteeism is causing school districts to lose millions of dollars in state aid because state school money is allocated on the basis of daily average attendance (Davenport, 1977). Levanto points out that a costly amount of time and effort are being expended by high school administrators and staff personnel in an attempt to maintain a
"control" of the absentee problem (Levanto, 1973). Davis points out another major problem that poor attendance creates or increases teenage crime. Students that are not in attendance in assigned classes engage in vandalism, shakedowns, thefts, and verbal or physical confrontations with teachers and between students of the same and different races (Davis, 1979). Once they leave the building, they often loiter or "hang out" in the neighborhood or business establishments. Oftentimes, they become abusive to area residents, customers, and workers, but more importantly, they engage in criminal activities. Some of these activities are stealing, mugging, and using drugs, which increases problems for the local enforcement officials and business community.

Reasons for Truancy or Unexcused Absences

The literature suggests many reasons for unexcused absenteeism or school truancy. Mel Gross, principal of Wilson Junior High School in Cleveland, Ohio, believes that students who come from homes that do not value the importance of education often become truancy problems (Goss, 1977).

Karweit advocates, to some extent, that excessive student absenteeism reflects the failure of the school to win the students' attention in the face of strong competition from outside events. Changing student attitudes towards authority and school, along with students that do not regard unexcused absences as serious, compound the problem. Additionally, the concept of perceived equity of attainment of the reward was entertained. A worker is paid for their labors; the date of receiving their pay was spelled out. The rewards for a student's effort consists of grades, recognition, and the opportunity for
advancement. Students who think they have no chance of getting higher than a "C," as well as workers who think they are being discriminated against, become dissatisfied with the system that treats them unfairly. She also thinks that the weather condition has an effect on attendance. For example, rainy or snow days will influence students' decision to attend school. Finally, the day of the week has an impact. Monday absences are related to the hanging on of the influences of weekend factors. Friday absences are related to attitudes toward school, grades, and other school factors such as boredom, avoiding a test, or avoiding a teacher. She also polled teachers and asked why they thought students stayed away from school. The findings in order of importance were: (a) home problems; (b) caring for someone else at home; (c) boredom with school; (d) bad weather; and (e) personal illness.

Brimm, Fogerty, and Sadler suggest that students truant themselves from school because they cannot do the required work and, rather than face the humiliation that comes with the inability to read or write, they skip. Another common thread that is interwoven in the literature is school curriculum. The literature suggests that the curriculum is not addressing the total needs of the students because the curriculum is inflexible and not challenging. Finally, Fortinos stresses that absenteeism can be a symptom of an inadequate curriculum, but this is only one of the many causes (Fotinos, 1975). Schools with diversified and flexible curricula continue to face severe attendance problems.
Findings

Several earlier studies have made a concentrated effort to compare the effects of school attendance on school performance and other areas of school life. Carl Ziegler’s study, “School Attendance as a Factor in School Progress” (1928), of 307 seventh graders was the most important study of that time. The study found a positive correlation (.34) between school marks and attendance. He also showed that students who were absent for longer periods of time have, on the average, poorer grades. He also showed that distance of school from home was not a significant factor in absenteeism and homeroom teacher’s personality influenced attendance. If the homeroom teacher showed concern and was interested in the student, the attendance of the student was significantly better than homerooms where the teachers did not show concern. The Finch and Nemzek study, which was conducted between 1909 and 1936, related attendance and achievement in secondary schools. They found evidence that attendance and achievement were positively related with partial correlations (I.Q. constant) in the range of .10 to .34.

More recently, Lichner, in his 1962 report “Drop-Outs,” reported school attendance problems as one of the chief factors related to dropping out of school.

One of the latest studies was done by Karweit in 1971. It was a pilot study of absenteeism/lateness at a junior high school. The three major objectives of the attendance monitoring system were: (a) to conveniently capture and summarize attendance information; (b) alert counselors and staff early in the school year to potential attendance problems; and (c) provide
attendance information for evaluating some attempts at improving students' attendance. One important note, since this was a new junior high school with a population of 2750, no previous method of attendance accounting had been used in the school.

The major problem that she encountered, and that high schools across the nation face, is recording an accurate daily attendance count. For example, some students' attendance patterns are very poor and erratic while they are waiting to dropout when they turn 16. Unofficially, they have withdrawn from school, but until age 16 the school correctly marks them absent each day. When these students officially become 16, this does not automatically ensure that they will be purged from the school records. In many instances, they are not officially withdrawn until several months later.

Another problem in acquiring an accurate count falls in the realm of half-day versus full-day absenteeism. The practice of reporting absences by the class period complicates matters even more. Students may be truant from several classes and will not be turned in or recorded as cutting until weeks later or, in some instances, not at all. Occasionally, some teachers are happy that a troublesome student did not attend their classes. Therefore, they would not turn them in for not being there. Finally, in schools with overcrowding conditions, some teachers and principals may hope that attendance does not improve. For example, schools with 70 percent in attendance would have a serious overcrowding problem if 90 percent of pupils were in attendance. As previously mentioned, she noted that many factors caused students to be absent from school, such as weather, day of the week, teacher attitude, etc.
Fotinos' (1973) findings, from his research, concluded the following:

Absenteeism is on the increase. Absenteeism rose during each succeeding year of the five years studied. Second semester absenteeism is higher than first semester absenteeism. Days of important tests experience a low rate of absenteeism. Moreover, there is a decline in absenteeism during the final examinations.

The first and last days of the week have the highest rates of absenteeism. Wednesdays and Thursdays are the days when absenteeism is lowest. Absenteeism on Fridays is usually lower than on Mondays.

Boys in the first three years of high school generally have lower rates of absenteeism than girls at the same grade level. Senior boys have a slightly higher rate of absenteeism than senior girls.

With each succeeding class and age group, from the ninth grade through the twelfth, absenteeism increases.

Students who live with both parents generally have a lower rate of absenteeism than those who live with one parent or guardian.
Students in the "college preparatory" program generally have the lowest rate of absenteeism followed by students in the "business education" and the "general program," respectively.

Students who participate in school-sponsored athletic and non-athletic activities generally have lower rates of absenteeism than those who participate in but one or none of these activities.

The poorer the student's personality rating by teachers, generally the higher the rate of absenteeism (Fotinos, 1975).

In another study on absenteeism, which was published in the Practitioner in the October 1978 edition, the Educational Research Service indicates a relationship between attendance and achievement. In summarizing four other studies, they concluded the following:

Twelfth grade students with five or more absences per year showed less growth in achievement on three standardized tests than did seniors with better attendance records (Summers & Wolf, 1975).
The relationship between absenteeism and student achievement results, at least partially, from variations in the school's policy toward absenteeism (Heim, 1973).

Student grades are related significantly to attendance, though residual gains were not associated with individual grade point averages and attendance (Jenne, 1973).

Eleventh grade students with high attendance had a more responsible attitudes, enjoyment of school, and success in a school setting (Coldiron & Skiffington, 1975).


Students' chronic absenteeism and truancy interferes with successful learning and could result in failure to acquire skills, reduce the chances for employment, and for success in life. For school, it saps administrative and staff time, increases the work load, and increases the costs of recordkeeping. Thus, it can jeopardize the school's legitimacy as an institution of learning. For society, it fosters a potential for delinquency and crime by young people loitering in the schools and community. In years to come, society must bear the burden of supporting students who fail to acquire basic competencies to assume a productive role as adults. The state's department report have categorized the causes for chronic absenteeism and truancy into three
perspectives: the student, school, and society. For the student, truancy may reflect personal concerns, such as:

1. non-conformance and rebellion against authority;
2. poor self-image;
3. lack of significance of school assignments;
4. lack of motivation;
5. poor educational preparation;
6. failure to achieve;
7. personality conflicts with teacher;
8. poor rapport with school staff members;
9. inadequate orientation of school duties and responsibilities;
10. lack of participation in co-curricular activities and events;
11. fragmentation of learning due to repeated teacher absence;
12. inadequate communication between school and home; and,
13. perceived inequity of attainment of rewards and recognition.

For schools, truancy may reflect institutional concerns, such as:

1. administration, staff, and student body who do not evidence strong commitment to school attendance;
2. lack of student participation in school governance;
3. ineffective administration, management, and supervision;
4. ineffective teaching;
5. inadequate program selection and class assignment methods;
6. inadequate curricular or co-curricular programs;
7. ineffective attendance monitoring system;
8. lack of consistently and fairly applied written attendance procedures;
ineffective communication between school and parents; and,
unsatisfactory school-student relations.

For society, truancy may reflect broader issues, such as:

1. earlier biological development of youth and the gap between perceived readiness to assume adult roles and allowance to do so;
2. concentration of families with limited opportunity for social mobility;
3. changing perception of high school training as a guarantee for future employment;
4. ineffective articulation between school and the labor market;
5. changing patterns in family structure involving increasing numbers of divorces, remarriages, and single-parent families; and,
6. changing nature of the work place with its increased employment of women, including mothers, greater unemployment, and new needs for retraining to upgrade or supplant old skills.

In summary, DeJung and Duckworth report that absences are probably underreported because of student deviousness, careless reporting practices, varying definitions of absences, and administrative concern for "appearances" and school reimbursements. The real percentage of absences may actually be higher. Additionally, the causes of absenteeism are very complex. Inadequate or inappropriate school curricula may lead to high absentee rates. Personal and social factors, like student relationships with particular school administrators and teachers, family attitudes, peer pressures, social values, economic circumstances, age, and health, may also cause high rates (DeJung & Duckworth, 1985).
Strategies for Reducing Absenteeism

Throughout the United States, various strategies are being implemented to alleviate the attendance problem. Dejung and Duckworth advocate that school penalties are only a minor deterrent to absenteeism and class cutting (Dejung & Duckworth, 1983). Administrative actions and policies alone cannot eliminate absenteeism. A strong stand on absenteeism will result only in partial success. Effective classroom practices and school attendance policies, better attendance reporting and monitoring, improved school curriculum and instruction all need to be addressed by the schools in order to control chronic absenteeism and prevent more students from dropping out.

Brooks utilized behavior modification to try to reduce truancy. This method incorporated contingency contracting utilizing a reward and praise system. The study was conducted in a high school in the Norwalk-LaMirada Unified School District, Norwalk, California. The subjects were 60 high school students, grades 9 through 12, who had 9 or more days of verified truancy during the first 8 weeks of school (Brooks, 1974).

Looking at the positive results of his study, he concluded that approaching truancy as a discrete behavior, not as a system of something else, has merit. He decreased truancy by controlling environmental contingencies and points out the fact that school officials could save time and effort by dealing with the individual truant behavior and not attempting to alter environmental factors that may be beyond the control of the school, such as home problems and societal conditions. One interesting finding was the effect that teachers' responses to students had on the students' rate of attendance. Students were given bonus tickets for written positive comments.
by teachers, which may have had more of an effect than the experimental
design took into account. The writing of positive comments by the teachers
may have set conditions whereby the teacher began to have a positive swing
in their attitude toward the student. Hence, this was mutually rewarding to
both the student and the teacher, resulting in an increase in attending be-
behavior on the part of the student (Brooks, 1974).

Computers are now being used to keep track of student attendance.
This system has many benefits, and they are as follows:

(a) early identification of attendance problems;
(b) reduces the teacher workload in attendance account-
ing;
(c) improves the credibility and accuracy of the data
generated in the attendance system;
(d) increases the availability and usability data for teach-
ers;
(e) generates the maximum allowable average daily at-
tendance for fiscal claim purposes;
(f) develops an attendance accounting system from the
existing district's main frame data base and data pro-
cessing system (Jacobson, 1984).

With this system student attendance is taken every period and recorded im-
mEDIATELY. At the end of each day, a total absence report is printed out
which gives the attendance coordinator and teachers a working document to
use with students the next day. Also, some systems will automatically call home or print letters which keeps parents informed immediately. In the past, one of the most embarrassing situations for teachers and administrators is not knowing that a student is not present in school for the whole day or they have missed certain classes for long periods of time, and this has not been communicated to the parents until the 9-weeks report comes out. At this point, parents begin to point the blame at the school because their children are not in attendance, and wonder what we are doing at school.

Nyangoni suggests that the use of the public media could be another technique to improve attendance. She points out that the media has interesting and far-reaching implications and possibilities. Both the printed and electronic media have been used directly and tangentially in matters related to curbing truancy and reducing poor school attendance for many years and in numerous ways. The target population will be elementary, secondary students, parents, school personnel, and police. The message should be short, concise, crisp, and to the point. The main philosophy behind this approach is to publicly remind the community and make them cognizant of the growing attendance problem (Nyangoni, 1978).

Hoachlander and Choy suggest a work-base attendance for those parents who work. The master plan is to have the children attend school close to where either parent work. This system would expand parental alternatives to where their children could attend school. Plus, this would give the parents and schools greater accessibility to each other (Nyangoni, 1978).

Finally, Gross met with the minister of a community church, representatives of a community agency, and school guidance counselors to
establish a student referral system. They established a youth task force and held monthly meetings to evaluate progress and evaluate a plan for future referrals. This concept not only got the community involved, but teachers as well.

Since school officials and the community are trying to wage a war against unexcused absences and poor attendance, hopefully these strategies will eventually put a dent in the problem and ultimately the battle will be won.

**Dropout**

Current literature on dropouts suggest that effective schools must address the needs of potential dropouts (Conrath, 1986). Others ask the question, “Do we really care?” Or do we think their existence is actually good for the school because it simplifies teaching and reduces class size? (Mann, 1986). Peel and Snowden (1985) state, “Each school year thousands of schoolage children in Arkansas dropout of school. At present, there is a stunning lack of public information and data on exactly how many children are leaving school each year and what their reasons are for doing so.” In 1900, only one in ten teenage Americans were enrolled in high school. By 1978, two-thirds of adults over 24 had completed 4 years of high school.

In 1900, the dropout rate for males was 90 percent, and by the 1920’s it dropped to 80 percent. During the 1950’s the dropout rate for all students was 50 percent, and by the mid-70’s the rate fell to 18 percent. This is supposedly the lowest dropout rate in our history (School Dropouts, 1986).
Maurer reports that the average dropout rate of students from U.S. high schools is an alarming 26 percent and, in some urban centers, it is a staggering 50 percent (Maurer, 1982). The Education Commission of the United States, in a recent report, stated that "every year some 700,000 students drop out of school." Nationally, one in four students do not graduate. In inner city schools about one in every two students fail to complete high school." The literature also suggests that males have a higher dropout rate than females. Minorities, especially black males, have an extremely high rate of dropout. The Census Bureau reports that only 76 percent of 19-year-old blacks were graduates compared to 84 percent of white youths aged 19 who were graduates. The probability of dropping out of high school is 20 percent for black females and 25.9 percent for black males.

In Ohio schools during the school years 1975-76 through 1978-79, the dropout rate for grades 7 through 12 rose from 17.4 percent to 22.2 percent ("Reducing Dropouts in Ohio Schools," 1987). The question arises, what happens to dropouts later in life? The Ohio Governor's Study Committee compared the difference between a graduate and a dropout. They concluded the following:

(1) Dropouts are more frequently unemployed.
(2) The lifetime income for male dropouts is approximately 70 percent of the income for male high school graduates without college experience.
(3) The dropout is six to ten times more likely to be involved in crime.
(4) Eighty-five percent of state prison inmates are school dropouts.
(5) Dropouts pay less tax monies and are more often on welfare.
(6) Dropouts have fewer employment opportunities and fewer advancements.

(7) Dropouts experience less sense of worth and personal satisfaction.

As the research indicates, the most serious national and state consequences of dropping out is economic. Educators and law officials sometime second guess the reasons why students drop out of school. Two comprehensive studies, "A Dropout Profile by Rhode Island Department of Education" and "Reducing Dropouts in Ohio Schools," have compiled some reasons for dropping out. The reasons students gave for dropping out is grouped under these three categories: (a) school-related reasons; (b) economic reasons; and (c) personal reasons.

School-related reasons are:

(1) poor performance;
(2) dislike for school;
(3) expulsion or suspension;
(4) conflict with a teacher;
(5) peer problems;
(6) school too dangerous; and,
(7) transfer from original school area.

Economic-related reasons are:

(1) desire to work;
(2) financial difficulties;
(3) home responsibilities; and,
(4) local employment conditions.

Personal-related reasons are:
(1) home life;
(2) family problems;
(3) pregnancy;
(4) child care problems;
(5) marriage;
(6) health (physical, emotional, psychological);
(7) educational and occupational aspirations; and,
(8) other—physical or sexual abuse, unresolved grief, divorce, etc.

Additionally, other studies compiled similar indicators of dropout prone students. The list of indicators below represents a composite, and should not be viewed as the total list of indicators. These indicators fell into three categories: (a) school-related factors; (b) personal factors; and (c) home factors.

School-related factors—Dropout prone students usually:
(1) feel rejected by and reject the school;
(2) have a high rate of absenteeism or truancy;
(3) exhibit discipline problems in school;
(4) have negative attitudes towards school;
(5) do not identify with school life;
(6) are unable to tolerate structured activities;
(7) lack definitive educational goals;
(8) are low academic achievers;
(9) are two or more years older than class peers;
(10) are enrolled in a general course of study rather than vocational education or college preparatory programs;
(11) feel that courses are not relevant to their individual needs;
(12) have difficulty with abstract reasoning, generalizing, and forming relationships;
(13) do not read at grade level;
(14) experience difficulty in mathematics;
(15) fail more grades than their peers (at least once in elementary or junior high school years);
(16) have behavior problems;
(17) lack incentive for achievement in traditional school activities; and,
(18) do not participate in extracurricular activities.

Personal factors—Dropout prone students usually:
(1) are socially isolated or socially and emotionally disturbed;
(2) are "loners" unaccepted by their peers and whose friends are outside of school;
(3) have a poor self-concept and lack a clear sense of identity;
(4) belong to a minority group;
(5) have frequent health problems;
(6) have low perceptual performance;
(7) are above or below average intelligence;
(8) are inclined toward physical rather than mental activities;
(9) have experienced some form of trauma, including abuse or loss;
(10) cannot relate to authority figures;
(11) are impulsive decision-makers;
(12) are overrepresented among chemical users and abusers, delinquent, adolescent parents, and persons who attempt suicide or self-mutilation;
(13) reveal lower occupational aspirations than their peers;
(14) work more hours per week on a job than do completers; and,
(15) are attracted to outside jobs, wages, and experiences.

In support of one of the findings, the December 7, 1986, edition of the Columbus Dispatch did an article on Cincinnati, Ohio's, dropouts entitled, "Long Hours in Part-time Jobs Blamed for Rash of Dropouts." The article stated, "Many teenagers have fallen behind in their class work and dropped out of high schools here because they were working more than 30 hours per week in part-time jobs, according to a Ford Foundation study." Additionally, two-fifths of 420 high school dropouts contacted worked an average of 31 hours per week when they quit school.

The dropouts interviewed had all quit since the 1983-84 school year. About 40 percent of the school system’s pupils drop out before graduation (Columbus Dispatch, 1986). Looking at the serious nature of the dropout dilemma, researchers are puzzled when they attempt to find a solution to the problem. Research indicates that dropouts have a limited sense of control over their lives and future. They usually seek the help of parents, teachers, and friends.

The literature suggests that many school districts have turned their backs on potential dropouts and it is difficult to find an aggressive, system-wide anti-dropout strategy that has been in place for many years. Schools traditionally have taken the posture that "if they don't want us, we don't
want them" and do not provide incentives or programs to encourage drop-outs to return to school. Plus, we do not know enough about why students drop out of school to give educators the necessary insight and help to understand and deal with the connection between schooling and a student's decision to leave (School Dropouts, 1986). Educators are baffled when they ponder the question, what works? The general consensus is that no single approach will work for all youths who drop out. Researchers agree that the first step in solving the problem is the early identification of dropout prone students. Some school districts have utilized alternative education programs that place students in different environments, sometimes within their regular schools, nontraditional curricula, and local businesses in providing work experiences. The Columbus Public Schools utilize two programs, the Occupational Work Adjustment (OWA) for 14- and 15-year-old students and the Occupational Work Experience (OWE) for upper classmen. The OWA program provides work-related and remedial instruction with the OWA teacher coordinator for a minimum of 90 minutes per day. The student is also integrated into at least two academic classes each day, which is taught by "regular" classroom teachers. The students receive 90 minutes of work experience either in school or in the private sector. In the OWE program, students spend one-half day in the classroom studying subjects related to on-the-job experience, as well as other high school subjects. The other half-day is spent working in the establishments of cooperating employers. The students receive on-the-job experiences in actual occupational activities with the help of the employer and teacher-coordinator.
This program appears to be helping some students, but some schools are experiencing problems related to curriculum scheduling and early release. In most cases, the student's scheduling problems can be worked out. The difficulty comes when students are fired or quit their jobs during the middle of the year. Then counselors have to find classes for these students or place them in study halls. Two problems arise: The first problem is with rescheduling. If students are placed in classes late in the semester, they will be behind and oftentimes fail the course. If they are assigned to study halls three to four periods in a row, many students become bored and cut the study hall. The second problem is early work release. Many times, when students are released from school early to go to work, they hang around the school or local business areas. Oftentimes they cause problems for duty teachers and engage in some type of criminal activities.

In conclusion, possible approaches to the dropout problem are really attempts to intervene either in the student's decision to withdraw or in the course of the life of one who has dropped out. Approaches or interventions are action-oriented and person-specific. They are effective only when implemented correctly so that they can serve the type of student for whom they were designed. Therefore, no school district should adopt just one approach to fit all its dropouts. Approaches should be reevaluated and modified as necessary in order that the individual needs of the student will be addressed (“Reducing Dropouts in School,” 1987).
Class Cutting

Secondary school administrators were surveyed in 1977, by the National Institute of Education and they found that 35 percent of the principals considered student absenteeism a very serious problem in their district. Cutting class, truancy, and lateness to class were identified as the top three problems after polling 200 high school administrators from New York and California (Neill, 1979). A myriad of reasons have been given since the early '60's to explain why high school students have been cutting classes in increasing numbers. Some educators feel that students are becoming bored with the subject matter being taught in some classes and believe that upgrading the curriculum and improving the abilities of the professional staff through increased staff inservice will reduce class cutting (Garcia, 1979). Additionally, Neill pointed out that more students are deliberately skipping the classes they don't like and missing the whole day as it suits them. Students were cutting their classes because what was being taught to them did not make sense to them, while others started partying with their friends and thought school was a "drag." In addition, he cited the following reasons for cutting: (a) lack of procedures or authority for enforcing attendance laws; (b) lack of parental concern or control; and (c) factors such as learning difficulties, gangs, peer pressure, and impersonal classrooms (Neill, 1979).

Brimm feels that some students just cannot do the required work and, rather than face the humiliation that comes with the inability to read or write, they skip; while other students cannot establish a relationship between school assignments and the "real" world. In another twist, Brimm feels
that the strict enforcement of attendance laws and policies contributes to absenteeism problems by confining the unwilling learner (Brimm, 1978).

To summarize the findings for class cutting, the major reasons are: students cut because they have friends who skip; they have difficulty with school work; they do not want to work at the teacher's level of expectation; and they feel their classes are a waste of time. Students also stated class cutting could be reduced if there is a positive teacher-student relationship and corporal punishment would not improve class attendance. Nor did they feel that suspension or stricter attendance rules would be effective.
CHAPTER III
METHODOLOGY

Introduction

A class cutter is a student that has missed one or more classes after reporting to school. Hence, the missed class or classes are recorded by the attendance office as an unexcused absence. These students often engage in behavior that is unacceptable and disruptive to the school's climate while they are cutting class.

This study attempts to see if the same factors that cause students to have unexcused absences, truancy, or drop outs from school, as found in the literature review, are the same or similar to students that initially cut class.

The school that was chosen for this study is the second largest in population in a large urban public school district. The student population is 1,561 and can be described as multi-ethnic; it is composed of 797 White students (51 percent), 704 Blacks (45 percent), and 60 Asians (4 percent) (see Table 1).

There are 119 staff members and can be best described as multi-ethnic; it is composed of 99 Whites (83 percent), 18 Blacks (15 percent), and 2 Asians (2 percent) (see Table 2).
Table 1
Student Ethnic Composition in 1986-87

<table>
<thead>
<tr>
<th>Ethnic Composition</th>
<th>Total Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>797</td>
<td>51</td>
</tr>
<tr>
<td>Black</td>
<td>704</td>
<td>45</td>
</tr>
<tr>
<td>Asian</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1561</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 2
Staff Ethnic Composition in 1986-87

<table>
<thead>
<tr>
<th>Ethnic Composition</th>
<th>Total Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>99</td>
<td>83</td>
</tr>
<tr>
<td>Black</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Instrument Development

A 54-item survey was used in this study. The instrument was developed over an 18-month period, beginning in the school year 1983-86 and completed in the school year 1986-87. The questions were formulated from two sources: from educators (superintendents, building administrators, and classroom teachers) that participated in an annual national educators' conference which was held in Cleveland, Ohio, in 1985, and from students of two similar high schools in the same school district. The first step in the instrument development was the investigator asking over 50 educators informally to add or delete any questions from the survey that was shown to them. Once the questions had been compiled, the duplicate and unwanted questions were discarded. The second step involved a total of 20 students from the two high schools. These students were asked to change, delete, or add questions. The third step was to check for clarity, readability, and content validity. Three staff members (attendance teacher, vice principal, and classroom teacher) and three "regular" class students (two females, eleventh and twelfth grade, and one tenth-grade male) were given the test and asked to respond to these additional questions:

(1) Were the questions easy to read? Yes No
(2) Was the questionnaire too long? Yes No
(3) Were the questions appropriate? Yes No
(4) What questions should be omitted? Yes No
(5) What question or questions should be included?
The final deletions, additions, and corrections were made before the sample population was administered the test. The 56-item questionnaire is divided into four sections. Part One contains nine items, pertaining to the student's profile. Part Two contains 17 items with a five-choice Likert scale ranging from "often" to "never" which indicate possible reasons for cutting class and to what extent each item represents a cause for cutting class. Part Three contains 13 items with a response choice of "yes," "no," and "uncertain." In order to obtain respondents' experiences and attitudes toward class cutting, Part Four contains three multiple-choice items developed to obtain the respondents' knowledge and views on class cutting.

Prior to administering the survey, letters were sent to the parents seeking their permission to allow their son or daughter to participate in the survey. This letter informed parents that the questionnaires used in the research would be administered anonymously, and that participation was voluntary. Refusal to participate was without penalty. Likewise, students received a letter requesting their consent and informing them that participation was voluntary; refusal to participate was without penalty. In addition, before the study could be undertaken, approval from the Human Subjects Review Committee of The Ohio State University, from the Assistant Superintendent of Middle and High of the Columbus Public Schools, and from the building principal of the large urban high school utilized in the study had to be received.
Selection of Sample Population

The target population consisted of the students, grades 9 through 12, of a large urban high school. These students were identified by the attendance office as having cut one or more classes in the first 9 weeks of school. Students that are in Special Education Occupational Work Experience (OWE), and Occupational Work Adjustment (OWA) were omitted from the sample because they are considered to be high risk students and have modified curricula and schedules. This large urban high school was chosen because of its similarity to the student population in the 16 high schools in the city. In addition, the investigator worked in the building which gave easy access to the target population.

The sample consisted of a random selection of 150 out of 200 students that have been turned into the attendance office by academic teachers (Math, Science, History, etc.) for cutting their classes during the first 9 weeks of the grading period. It should be noted that the student sample does not represent the school racial makeup, but represents only the students that were caught cutting during the first 9 weeks of the first grading period. Once the sample students had been identified, their names were assigned numbers from 1 to 200. The table of random numbers was used to select 150 students (Gay, 1981). This insured that the representative sample was a valid random sample.

Administering the Instrument

The sampling was completed in 2 weeks. The majority of students were able to respond to the questionnaire during an extended homeroom.
and the remaining responded to it during their lunch period and study hall. Each student was able to complete the questionnaire within 15 minutes.

Analysis Description

All the questions were first analyzed and computed by using a frequency and percentage analysis. Questions 10 through 29 were analyzed using the T-test with an analysis of variance. The T-test was used in order to see if there were significant differences in responses between black/white and male/female students. The significance level utilized was .05 or less. Additionally, a Chi-square test was used to analyze Questions 30 through 36. The Chi-square test was run, using four categories: (a) race, (b) sex, (c) grade level, and (d) educational program. The test was used to test the significant difference in the way the groups responded.
CHAPTER IV

FINDINGS

Introduction

The purpose of this chapter is to summarize the findings related to the nine hypotheses and five research questions pertaining to class cutting. The chapter will also present conclusions which are drawn from these findings.

Nine hypotheses and five research questions were developed for use in this study. They are as follows:

Hypotheses:

*Hypothesis 1:* Students that were initially identified as class cutters cut class because their friends did.

*Hypothesis 2:* Students that were initially identified as class cutters cut classes where they perceived that the teachers do not like them.

*Hypothesis 3:* Students that were initially identified as class cutters and were enrolled in general courses cut classes more than students enrolled in college preparatory and business courses.

*Hypothesis 4:* Of the students that were initially identified as class cutters, Black students cut more than White students.

50
**Hypothesis 5:** Of the students that were initially identified as class cutters, the students that live with single parents cut more than students living with both parents.

**Hypothesis 6:** Of the students that were initially identified as class cutters, students that come from low socioeconomic status cut more often than students that are in the middle and upper income level.

**Hypothesis 7:** Of the students that were initially identified as class cutters, students that do not participate in extracurricular activities cut more often than students that participate in extracurricular activities.

**Hypothesis 8:** Of the students that were initially identified as class cutters, boys cut more classes than girls.

**Hypothesis 9:** Of the students that were initially identified as class cutters, ninth-graders cut the most classes, followed by the tenth, eleventh, and twelfth graders.

**Research Questions:**

1. Are students' perceptions of teacher's expectations and caring and uncaring attitude associated with class cutting?
2. Is the physical plant (school building) associated with class cutting?
3. Does the school's program format contribute to class cutting?
4. Does the student's general attitude about school contribute to class cutting?
5. Students cut classes because of negative or outside influences?
Student Profile

Each student participating in the survey was asked to respond to a nine-question profile. The profile questions are: (1) age, (2) race, (3) sex, (4) grade level, (5) premarital status of their parents, (6) socio-economic status of their parents, (7) who they are living with, (8) educational program that they are following, and (9) grade average (see Tables 3-11). It should be noted that all the tables, except Tables 1 and 2, refer to the research sample.

Student Survey

In discussion of the relationship of the hypotheses and research questions, the survey questions will be grouped according to the hypothesis and research questions or questions to which they pertain.

Hypothesis 1: Students that were initially identified as class cutters cut class because their friends did.

The corresponding question is Question 27, which states: Do you cut because you have friends who cut?

Forty-nine and three-tenths of one percent cut with their friends and 50.7 percent do not cut with their friends (see Table 12). A T-test was used to compare responses by sex (male/female) and race (black/white). There was no significant difference in responses between males/females and blacks/whites who cut class with their friends. The mean for males was 3.1594, and 2.9729 for females, with a T-test statistic of 1.30, p = .2729, indicating no significant difference. The mean for blacks was 3.222, and
### Table 3
Student Sample Profile by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15 years</td>
<td>37</td>
<td>25.9</td>
</tr>
<tr>
<td>16-17 years</td>
<td>88</td>
<td>61.5</td>
</tr>
<tr>
<td>18 years and over</td>
<td>18</td>
<td>12.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>114</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 4
Student Sample Profile by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>36</td>
<td>25.0</td>
</tr>
<tr>
<td>White</td>
<td>108</td>
<td>75.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 5

Student Sample Profile by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>69</td>
<td>48.3</td>
</tr>
<tr>
<td>Female</td>
<td>74</td>
<td>51.7</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6

Student Sample Profile by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ninth</td>
<td>39</td>
<td>27.0</td>
</tr>
<tr>
<td>Tenth</td>
<td>60</td>
<td>41.7</td>
</tr>
<tr>
<td>Eleventh</td>
<td>23</td>
<td>16.0</td>
</tr>
<tr>
<td>Twelfth</td>
<td>22</td>
<td>15.3</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 7

**Parents' Marital Status**

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>80</td>
<td>55.6</td>
</tr>
<tr>
<td>Single</td>
<td>19</td>
<td>13.1</td>
</tr>
<tr>
<td>Divorced</td>
<td>40</td>
<td>27.8</td>
</tr>
<tr>
<td>Widowed</td>
<td>5</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Table 8

**Who Student Lives With**

<table>
<thead>
<tr>
<th>Living With</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>7</td>
<td>4.9</td>
</tr>
<tr>
<td>Mother</td>
<td>53</td>
<td>37.1</td>
</tr>
<tr>
<td>Mother and Father</td>
<td>60</td>
<td>42.0</td>
</tr>
<tr>
<td>Other (grandparents, etc.)</td>
<td>23</td>
<td>16.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 9
Parents' Income

<table>
<thead>
<tr>
<th>Yearly Income</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000-$14,000</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>$15,000-$24,000</td>
<td>41</td>
<td>33</td>
</tr>
<tr>
<td>$25,000-$40,000</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>$45,000 and over</td>
<td>62</td>
<td>49</td>
</tr>
<tr>
<td>Unknown</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Table 10
Educational Program Enrolled In

<table>
<thead>
<tr>
<th>Educational Program</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Preparatory</td>
<td>25</td>
<td>18.0</td>
</tr>
<tr>
<td>General</td>
<td>80</td>
<td>57.6</td>
</tr>
<tr>
<td>Vocational</td>
<td>19</td>
<td>13.6</td>
</tr>
<tr>
<td>Business</td>
<td>15</td>
<td>10.8</td>
</tr>
<tr>
<td>Unknown</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### Table 11

**Grade Average**

<table>
<thead>
<tr>
<th>Grade Average</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>2.9</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
<td>7.9</td>
</tr>
<tr>
<td>C</td>
<td>67</td>
<td>48.2</td>
</tr>
<tr>
<td>D</td>
<td>45</td>
<td>32.4</td>
</tr>
<tr>
<td>F</td>
<td>12</td>
<td>8.6</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 12

**Patterns of Class Cutting**

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut with a friend</td>
<td>71</td>
<td>49</td>
</tr>
<tr>
<td>Did not cut with a friend</td>
<td>73</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Hypothesis 2: Students that were initially identified as class cutters cut classes where they perceived that the teachers do not like them. The corresponding question is Question 17, which states: Do you cut classes because you feel some teachers do not like you? Thirty-four percent cut because they perceived that the teachers did not like them, and 66 percent did not cut because of their perceptions of the teacher's feeling towards them (see Table 14). The T-test was used to compare the differences between responses by sex and race. There were no significant differences between males and females, or between Blacks and Whites, in respect to cutting based on their perceptions of whether the teacher liked them. The mean for males was 3.449, and 3.324 for females, with a T-test statistic of 1.12, \( p = .63388 \). The mean for Blacks was 3.444, and 3.361 for Whites, with a T-test statistic of 1.30, \( p = .3764 \), indicating no significant difference (see Table 15).

Hypothesis 3: Students that were initially identified as class cutters and were enrolled in general courses cut classes more than students enrolled in college preparatory and business courses.

The corresponding question is Question 8, which states: What educational program are you enrolled in: (a) college preparatory; (b) general; (c) vocational; or (d) business. A frequency response from the profile was utilized to answer the hypothesis. The findings showed that 58 percent of
Table 13  
Class Cutting Relative to Sex and Race

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>69</td>
<td>3.159</td>
</tr>
<tr>
<td>Female</td>
<td>74</td>
<td>2.972</td>
</tr>
</tbody>
</table>

| T-test Statistic | 1.30         |
| p Value          | .02728       |

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>36</td>
<td>3.222</td>
</tr>
<tr>
<td>White</td>
<td>108</td>
<td>3.009</td>
</tr>
</tbody>
</table>

| T-test Statistic | 1.26         |
| p Value          | 0.4428       |
### Table 14

Class Cutting Due to Student's Perception of the Teacher

<table>
<thead>
<tr>
<th>Did you cut due to the teacher's dislike?</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Response Grouping:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>15</td>
<td>10.4</td>
</tr>
<tr>
<td>Frequently</td>
<td>10</td>
<td>6.9</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>34</td>
</tr>
<tr>
<td>No Response Grouping:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely</td>
<td>15</td>
<td>10.4</td>
</tr>
<tr>
<td>Never</td>
<td>80</td>
<td>55.6</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 15

Analysis of Class Cutting by Sex and Race Based on Their Perception of the Teachers' Attitudes Towards Them

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>69</td>
<td>3.449</td>
</tr>
<tr>
<td>Female</td>
<td>75</td>
<td>3.324</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td><strong>Race</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>36</td>
<td>3.444</td>
</tr>
<tr>
<td>White</td>
<td>108</td>
<td>3.361</td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>

Sex T-test Statistic: 1.12, p = 0.6388  
Race T-test Statistic: 1.30, p = 0.3766

the students enrolled in general courses initially cut compared to 18 percent enrolled in the college preparatory, 13 percent in vocational, and 11 percent in business courses (see Table 16).
Table 16
Responses to Question 8

<table>
<thead>
<tr>
<th>Educational Program</th>
<th>Enrolled in</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College preparatory</td>
<td>25</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>General</td>
<td>80</td>
<td>80</td>
<td>58</td>
</tr>
<tr>
<td>Vocational</td>
<td>19</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Business</td>
<td>15</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>144</td>
<td>144</td>
<td>100</td>
</tr>
</tbody>
</table>

**Hypothesis 4:** Of the students that were initially identified as class cutters, Black students cut more than White students.

A frequency response from Question 2 was utilized to respond to this hypothesis. The frequency response showed that White students initially cut more than minority students in the first 9 weeks of classes. Seventy-five percent, or 108, White students cut compared to 25 percent, or 36, minority students (see Table 4).
Hypothesis 5: Of the students that were initially identified as class cutters, the students that live with single parents cut more than students living with both parents.

Question 6 on the student profile will respond to Hypothesis Five. The question is as follows: Living with (a) father, (b) mother, (c) mother and father, and (d) other (i.e., grandparents, etc.). The findings showed that students living with both parents cut the most, with 42 percent (or 53), and living with other with 16 percent (or 23) (see Table 8).

Hypothesis 6: Of the students that were initially identified as class cutters, students that come from low socioeconomic status cut more often than students that are in the middle and upper income level.

Hypothesis Six had to be eliminated because of the unrealistic response to this question. Almost 40 percent of our students that were surveyed came from single parents and live in a low-income area of the city. Yet, 41 percent (or 52 students) responded that their parents made $45,000 and over (see Table 9).

Hypothesis 7: Of the students that were initially identified as class cutters, students that do not participate in extracurricular activities cut more often than students that participate in extracurricular activities.

The corresponding question is Question 44, which states: Do you participate in extracurricular activities such as sports, clubs, debate team, choir, or drama? (a) Yes or (b) No. The frequency response was 42 percent (or 62 students) who said “yes”—they participated in extracurricular
activities—compared to 58 percent (or 82 students) surveyed who said "no" -- they did not participate in extracurricular activities (see Table 17-21).

A Chi-square test was done on Question 44. The test looked at the sex, race, grade level, and educational program of the students who cut class in order to see if there was a significant difference in the way that they responded in each category. In looking at the Chi-square, the probability of sex being a factor was .016, so there was not a significant difference in the way males and females responded (see Table 18). The Chi-square probability for race was .016 (see Table 19), which indicates a significant difference in the way the races responded. Thirty-eight percent of the white students, compared to 61 percent of the black students, said "yes" they participated in extracurricular activities. In addition, 62 percent of the whites did not participate in extracurricular activities compared to 38 percent of the black students. The Chi-square probability for the grade level was .009 (see Table 20).

When asking whether they participated in extracurricular activities, each grade level responded as follows: Ninth grade - 51.37 percent said "yes" and 48.65 percent said "no;" tenth grade - 30.51 percent said "yes" and 69.49 percent said "no;" eleventh grade - 40.91 percent said "yes" and 59.08 percent said "no;" and twelfth grade - 71.43 percent said "yes" and 28.57 percent said "no." The Chi-square probability for grade level is .009 (see Table 20). The response by educational program is as follows: College preparatory - 76 percent said "yes" and 24 percent said "no;" general - 32.05 percent said "yes" and 67.85 percent said "no;" vocational - 50 percent said "yes" and 50 percent said "no;" and business - 50 percent said "yes" and 50 percent said "no" (see Table 21).
Table 17  
Participation in Extracurricular Activities

<table>
<thead>
<tr>
<th>Student</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>82</td>
<td>58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>144</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 18  
Participation in Extracurricular Activities by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td>21.58</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>22.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
<td><strong>43.88</strong></td>
</tr>
</tbody>
</table>

Number missing: 5

Chi-square Probability Used: .05 or less

Chi-square Probability Found: 0.613

Chi-square = 0.255
Table 19
Participation in Extracurricular Activities by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Black</td>
<td>21</td>
<td>15.11</td>
<td>13</td>
<td>9.35</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>(62.76)</td>
<td></td>
<td>(38.24)</td>
<td></td>
<td>(100.00)</td>
</tr>
<tr>
<td>White</td>
<td>40</td>
<td>28.78</td>
<td>65</td>
<td>46.76</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>(31.10)</td>
<td></td>
<td>(61.90)</td>
<td></td>
<td>(100.00)</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>43.88</td>
<td>78</td>
<td>56.12</td>
<td>139</td>
</tr>
</tbody>
</table>

Number missing: 5

Chi-square Probability Used: .05 or less

Chi-square Probability Found: 0.016

Chi-square = 5.843
Table 20
Participation in Extracurricular Activities by Grace Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>13.67</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>(51.35)</td>
<td>(48.65)</td>
<td>(100.00)</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
<td>12.95</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>(30.51)</td>
<td>(69.49)</td>
<td>(100.00)</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>6.67</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(40.91)</td>
<td>(59.08)</td>
<td>(100.00)</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>10.79</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(71.43)</td>
<td>(28.57)</td>
<td>(100.00)</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>43.88</td>
<td>78</td>
</tr>
</tbody>
</table>

Number missing: 5

Chi-square Probability Used: .05 or less

Chi-square Probability Found: 0.009

Chi-square = 11.673
Table 21  
Participation in Extracurricular Activities by Educational Program

<table>
<thead>
<tr>
<th>Educational Program</th>
<th>Yes No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Preparatory</td>
<td>19</td>
<td>14.07</td>
<td>6</td>
<td>4.44</td>
<td>25</td>
<td>18.52</td>
</tr>
<tr>
<td>General</td>
<td>25</td>
<td>18.52</td>
<td>53</td>
<td>39.26</td>
<td>78</td>
<td>57.78</td>
</tr>
<tr>
<td>Vocational</td>
<td>9</td>
<td>6.67</td>
<td>9</td>
<td>6.67</td>
<td>18</td>
<td>13.3</td>
</tr>
<tr>
<td>Business</td>
<td>7</td>
<td>5.19</td>
<td>7</td>
<td>5.19</td>
<td>14</td>
<td>13.33</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>44.44</td>
<td>75</td>
<td>55.56</td>
<td>135</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Number missing: 9  
Chi-square Probability Used: .05 or less  
Chi-square Probability Found: 0.002  
Chi-square = 15.334

**Hypothesis 8:** Of the students that were initially identified as class cutters, boys cut more classes than girls.

The responding question was Question 3 from the student profile. The question states: Sex? (a) Male or (b) Female. A frequency response was used to compare cutting between boys and girls. The frequency with which males cut compared to girls is as follows: (a) 69 males (or 48.3 percent), and
(b) 74 females (or 51.7 percent). This indicates that females initially cut more often than males, although the differences in percentages are small (see Table 5).

**Hypothesis 9:** Of the students that were initially identified as class cutters, ninth graders cut the most classes, followed by the tenth, eleventh, and twelfth graders.

The responding question is Question 4 of the student profile. The question states: Grade level? (a) 9th, (b) 10th, (c) 11th, and (d) 12th. A frequency response was used to measure the different responses. The score analysis indicated that tenth graders initially cut classes more frequently than all the other grades. The response was as follows: (a) ninth grade - 39 students (or 27.1 percent); (b) tenth grade - 60 students (or 41.7 percent); (c) eleventh grade - 23 students (or 16 percent); and, (d) twelfth grade - 22 students (or 15.3 percent) (see Table 6).

Before the research questions are entertained, it should be noted that the response question that contains the categories "often, frequently, sometimes, rarely, and never" will be grouped for reporting ease in the following manner: Often, frequently, and sometimes will be considered as a "yes" response, and rarely and never will be considered as a "no" response (see Table 22).

**Research Question 1:** Are students' perceptions of teachers' expectations and caring or uncaring attitude associated with class cutting?
Table 22
Responses to Research Questions

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students' perceptions of teachers' expectations and caring and uncaring attitude associate with class cutting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corresponding questions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you cut because teachers of the classes are not strict enough about attendance?</td>
<td>26</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>17. Do you cut classes because you feel some teachers do not like you?</td>
<td>34</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>23. Do you cut because you don't want to work as hard as the teachers expect you to?</td>
<td>24</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>39. Would better teacher-student relationships reduce class cutting?</td>
<td>55</td>
<td>21</td>
<td>24</td>
</tr>
<tr>
<td>Is the physical plant (school building) associated with class cutting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corresponding question:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continues
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Would painting hallways and lockers, having carpet, and fixing windows reduce class cutting?</td>
<td>35</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>3. How effective are the current procedures used in reducing class cutting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corresponding questions:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Do you cut classes because the principal and assistant principal are not strict enough about attendance?</td>
<td>10</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>24. Do you cut because schools are too strict?</td>
<td>28</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>33. Would having stricter attendance rules reduce class cutting?</td>
<td>26</td>
<td>55</td>
<td>9</td>
</tr>
<tr>
<td>34. Would having more contact between schools and parents reduce class cutting?</td>
<td>27</td>
<td>45</td>
<td>28</td>
</tr>
<tr>
<td>35. Would sending students who cut classes to court reduce class cutting?</td>
<td>28</td>
<td>47</td>
<td>25</td>
</tr>
<tr>
<td>36. Would physical punishment (paddling) reduce class cutting?</td>
<td>9</td>
<td>79</td>
<td>12</td>
</tr>
<tr>
<td>Continues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Question</td>
<td>Yes</td>
<td>No</td>
<td>Undecided</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----------</td>
</tr>
<tr>
<td>38. Would counseling students who cut classes reduce class cutting?</td>
<td>21</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>40. Would suspending students for cutting classes reduce class cutting?</td>
<td>19</td>
<td>62</td>
<td>19</td>
</tr>
<tr>
<td>42. Would more opportunities for students to have a say in school matters reduce class cutting?</td>
<td>52</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>51. Do you think that students who cut classes should be punished?</td>
<td>36</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>52. Do you think that the school should look at each case of class cutting individually and treat students differently according to the individual's needs?</td>
<td>42</td>
<td>43</td>
<td>15</td>
</tr>
<tr>
<td>54. How many times did you cut before you got caught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 time</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 times</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more times</td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continues
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>(in percentages)</td>
<td>-----</td>
<td>----</td>
<td>-----------</td>
</tr>
</tbody>
</table>

4. Do students' general attitudes about school contribute to class cutting?

Corresponding questions:

10. Do you cut because the school day is too long? 49  51

14. Do you cut because you feel classes are a waste of time? 26  74

23. Do you cut because you don't want to work as hard as teachers expect you to work? 74  26

24. Do you cut school because schools are too strict? 28  72

28. Do you cut because a substitute teacher is present? 62  38

43. Do you enjoy school? 60  40

5. Do students cut classes because of negative or outside influences?

Corresponding questions:

13. Do you cut class to smoke? 19  81
Research Question | Yes | No | Undecided (in percentages)
---|---|---|---
20. Do you cut because you have problems at home? | 31 | 69 |
23. Do you cut because there are other fun things to do outside of school? | 59 | 41 |
26. Do you cut to use drugs or drink alcohol? | 21 | 79 |
27. Do you cut because you have friends who cut? | 49 | 51 |

The four survey questions related to this category are Questions 13, 17, 23, and 39. A frequency response and the T-test were used to analyze the responses to Questions 13, 17, and 23. Question 39 was analyzed using Chi-square.

Questions 15, 17, and 23 had five response categories: Often, frequently, sometimes, rarely, and never. Question 39 had three response categories: Yes, no, and uncertain.

Question 15 states: Do you cut because teachers of the classes that you cut are not strict enough about attendance? Analysis of the data utilizing the
frequency responses indicated that 26 percent (or 37 students) said "yes," they cut because the teacher was not strict enough about attendance.

Question 39 states: Would better teacher-student relationships reduce class cutting? The student response was 55 percent who said "yes" compared to 21 percent who said "no," with 24 percent undecided. The Chi-square test did not show any significant difference in the manner in which sex, race, grade level, and educational program responded to the question. The Chi-square probability for sex is 0.623 ($x^2 = .947$), for race is 0.131 ($x^2 = 4.061$), for grade level is 0.140 ($x^2 = 9.650$), and for educational program is 0.135 ($x^2 = 9.770$).

Research Question 2: Is the physical plant (school building) associated with class cutting?

Question 29 responds to this question: Would painting hall-ways and lockers, having carpet, and fixing the windows reduce class cutting? The frequency response was 35 percent who said "yes," 30 percent who said "no," and 35 percent who were undecided. The Chi-square probability for sex was .079, for race was 0.195, and for educational program was .080, which indicates that there was not a significant difference in the way they responded. However, there was a significant response by grade level, $p = .018$.

Research Question 3: How effective are current procedures used to reduce class cutting?

Twelve survey questions (16, 24, 33, 34, 35, 36, 38, 40, 42, 51, 52, 53, and 54) are related to this research question.
Question 16 states: Do you cut classes because the principal and assistant principals are not strict enough about attendance? The students' responses to this question are as follows: 2 percent said "often," 2 percent said "frequently," 6 percent said "sometimes," and 90 percent said "never." Thus, the majority of students did not cut because the principal and assistant principals were not strict enough about the attendance rules.

Question 24 states: Do you cut because schools are too strict? The students' responses to this question are as follows: 7 percent said "often," 3 percent said "frequently," 18 percent said "sometimes," and 72 percent said "never." Thus, the majority of students do not cut because they feel that the school is too strict.

Question 33 states: Would having stricter attendance rules reduce class cutting? The students' responses to this question are as follows: 26 percent said "yes," 55 percent said "no," and 9 percent were undecided. Thus, the majority of students do not think that having stricter attendance rules would reduce class cutting.

Question 34 states: Would having more contact between schools and parents reduce class cutting? The students' responses to this question are as follows: 27 percent said "yes," 45 percent said "no," and 28 percent were undecided. Thus, the majority of students do not believe that increasing parental contact with the school will reduce class cutting.

Question 35 states: Would sending students who cut classes to court reduce class cutting? The students' responses to this question are as follows: 28 percent said "yes," 47 percent said "no," and 25 percent were undecided.
Thus, the majority of students indicated that sending students to court would not reduce class cutting.

Question 36 states: Would physical punishment (paddling) reduce class cutting? The students' responses to this question are as follows: 9 percent said “yes,” 79 percent said “no,” and 12 percent were undecided, thus indicating that an 87 percent majority of students indicated that paddling would not reduce class cutting.

Question 40 states: Would suspending students for cutting class reduce class cutting? The students' responses to this question are as follows: 19 percent said “yes,” 62 percent said “no,” and 19 percent were undecided. Thus, the majority of students indicated that suspending students for cutting class would not reduce class cutting.

Question 42 states: Would more opportunities for students to have a say in school matters reduce class cutting? The students' responses to this question are as follows: 52 percent said “yes,” 14 percent said “no,” and 34 percent were undecided. Thus, the majority of students indicated that if they had more input in school matters, class cutting could be reduced.

Question 51 states: Do you think that students who cut class should be punished? The students' responses to this question are as follows: 36 percent said “yes,” 29 percent said “no,” and 35 percent were undecided. Thus, this indicates that the students are divided on this question. Therefore, no conclusive decision can be made on the question.

Question 52 states: Do you think that the school should look at each case of class cutting individually and treat students differently according to individual needs? The students' responses to this question are as follows: 42
percent said "yes," 43 percent said "no," and 13 percent were undecided. The students are divided on this question. Therefore, no conclusive decision can be made on the response to handling each case of class cutting on an individual basis.

Question 54 states: How many times did you cut before you got caught? The students' responses to this question are as follows: 22 percent cut once, 11 percent cut twice, and 67 percent cut three or more times, indicating that the majority of class cutters are going undetected under our present reporting system.

Research Question 4: Does the student's general attitude about school contribute to class cutting?

There are six survey questions (10, 14, 23, 24, 28, and 43) that are related to this research question.

Question 10 states: Do you cut because the school day is too long? The students' responses to this question are as follows: 9 percent said "often," 11 percent said "frequently," 29 percent said "sometimes," and 51 percent said "never," thus indicating a split decision of the students who cut as to whether it is because the school day is too long.

Question 14 states: Do you cut because you feel classes are a waste of time? The students' responses to this question are as follows: 4 percent said "often," 4 percent said "frequently," 18 percent said "sometimes," and 74 percent said "never," thus indicating that the majority of students do not cut because they perceive that school is a waste of time.
Question 23 states: Do you cut because you do not want to work as hard as the teachers expect you to work? The students' responses to this question are as follows: 3 percent said "often," 6 percent said "frequently," 15 percent said "sometimes," and 76 percent said "never," thus indicating the majority of students do not cut classes because they do not want to work as hard as the teachers expect students to work.

Question 24 states: Do you cut school because schools are too strict? The students' responses to this question are as follows: 7 percent said "often," 3 percent said "frequently," 18 percent said "sometimes," and 72 percent said "never," thus indicating the majority of students do not perceive the schools as being too strict.

Question 28 states: Do you cut because a substitute teacher is present? The students' responses to this question are as follows: 12 percent said "often," 15 percent said "frequently," 35 percent said "sometimes," and 38 percent said "never," thus indicating the majority of students will cut when a substitute teacher is present.

Question 43 states: Do you enjoy school? The students' responses to this question are as follows: 60 percent said "yes" and 40 percent said "no," thus indicating the majority of students enjoy school.

Research Question 5: Do students cut classes because of negative or outside influences?

Five survey questions (13, 20, 25, 26, and 27) are related to the research question.
Question 13 states: Do you cut class to smoke? The students' responses to this question are as follows: 5 percent said "often," 5 percent said "frequently," 9 percent said "sometimes," and 81 percent said "never," thus indicating the majority of students did not cut to smoke.

Question 20 states: Do you cut because you have problems at home? The students' responses to this question are as follows: 5 percent said "often," 4 percent said "frequently," 22 percent said "sometimes," and 69 percent said "never," thus indicating that the majority of students did not cut class because of problems at home.

Question 23 states: Do you cut classes because there are other fun things to do outside of school? The students' responses to this question are as follows: 33 percent said "often," 9 percent said "frequently," 17 percent said "sometimes," and 41 percent said "never," thus indicating the majority of students cut because of other fun things to do outside of school.

Question 26 states: Do you cut class to use drugs or drink alcohol? The students' responses to this question are as follows: 5 percent said "often," 6 percent said "frequently," 10 percent said "sometimes," and 79 percent said "never," thus indicating that the majority of students do not cut to use drugs or alcohol.

Question 27 states: Do you cut because you have friends who cut? The students' responses to this question are as follows: 17 percent said "often," 10 percent said "frequently," 22 percent said "sometimes," and 51 percent said "never," thus indicating an even distribution to the responses. However, about half of the students cut with their friends.
Summary of Findings

Hypothesis 1: Students that were initially identified as class cutters cut class because their friends did.

The hypothesis was found to be true because the survey responses indicated that 49 percent of the students cut with their friends. When comparing the male/female and black/white responses, there was no statistically significant difference in the manner in which sex and race responded to the survey question. A T-test was used to compare responses by sex (male/female) and race (black/white). There was no significant difference in responses between males/females and blacks/whites who cut class with their friends. The mean for males was 3.1594 and 2.9729 for females, with a T-test statistic of 1.30, p = .2729, indicating no significant difference. The mean for blacks was 3.222 and 3.0092 for whites, with a T-test statistic of 1.26, p = .4428.

Hypothesis 2: Students that were initially identified as class cutters cut classes where they perceived that the teachers do not like them.

The hypothesis was found not to be true because the survey responses indicated that 66 percent of the students did not cut classes because they felt that the teachers did not like them. More importantly, 34 percent of the students responded that they cut classes because the teachers did not like them. When comparing the male/female and black/white responses, there were no statistically significant differences in the manner in which sex and race responded to the survey question. The mean for males was 3.4492 and 3.3243 for females, with a T-test statistic of 1.12, p = .6338. The mean for
blacks was 3.444 and 3.3611 for whites, with a T-test statistic of 1.30, p = .3764.

**Hypothesis 3:** Students that were initially identified as class cutters and were enrolled in general courses cut classes more than students enrolled in college preparatory and business courses.

The hypothesis was found to be true because 58 percent of the students that were identified as cutting class in the first 9 weeks of classes were enrolled in the general class curriculum compared to 18 percent in college preparatory, 13 percent in vocational programs, and 11 percent in business programs. Therefore, students that are enrolled in a general academic program have greater tendencies to cut class in comparison to other students enrolled in other educational programs.

**Hypothesis 4:** Of the students that were initially identified as class cutters, Black students cut more than White students.

The hypothesis was found not to be true because the findings showed that 25 percent of the students initially identified as cutting classes were Black students compared to 75 percent being White students.

**Hypothesis 5:** Of the students that were initially identified as class cutters, the students that live with single parents cut more than students living with both parents.

The findings did not support the hypothesis because the survey responses indicated that 56 percent of the students identified as initially
cutting classes came from students living with married parents, compared to 13 percent from single-parent homes, 28 percent from divorced households, and 3 percent from widowed households. In support of the findings, Question Six asked, "Who are you living with?" with the response categories as follows: (a) father, (b) mother, (c) mother and father, and (d) other (i.e., grandparents, etc.). The findings indicated that 42 percent of the students who lived with both parents initially cut classes more often as compared to 37 percent living with the mother, 16 percent living with other than both parents, and 5 percent living with their natural father.

**Hypothesis 6:** Of the students that were initially identified as class cutters, students that come from low socioeconomic status cut more often than students that are in the middle and upper income level.

This hypothesis had to be discarded because of the unrealistic responses to the survey question. Over 49 percent of the respondents stated that their parents made over $45,000 even though only 42 percent of the students are living in a single-parent household. Also, almost 40 percent of our student body is eligible to participate in our federally funded lunch program.

**Hypothesis 7:** Of the students that were initially identified as class cutters, students that do not participate in extracurricular activities cut more often than students that participate in extracurricular activities.

The findings supported the hypothesis because the majority (58 percent) of the students that were identified as class cutters did not participate
in extracurricular activities compared to 42 percent that did. The Chi-square, the probability of sex being a factor, was .016 so there was not a significant difference in the way males and females responded (see Table 20). The Chi-square probability for race was .016 which indicates a significant difference in the way the races responded. Thirty-eight percent of the white students compared to 61 percent of the black students said "yes," they participated in extracurricular activities. Additionally, 62 percent of the whites did not participate in extracurricular activities compared to 28 percent of black students. The Chi-square probability for the grade level was .009 (see Table 21). When asking if they participated in extracurricular activities, each grade level responded as follows: ninth grade - 51.35 percent said "yes" and 48.65 percent said "no;" tenth grade - 30.51 percent said "yes" and 69.49 percent said "no;" eleventh grade - 40.91 percent said "yes" and 59.08 said "no;" and twelfth grade - 71.43 percent said "yes" and 28.57 percent said "no." The Chi-square probability for grade level is .009 (see Table 22). The response by educational program is as follows: College preparatory - 76 percent said "yes" and 24 percent said "no;" general - 32.05 percent said "yes" and 67.95 percent said "no;" vocational - 50 percent said "yes" and 50 percent said "no;" and business - 50 percent said "yes" and 50 percent said "no."

**Hypothesis 8**: Of the students that were initially identified as class cutters, boys cut more classes than girls.

The findings did not support the hypothesis because the students' responses indicated that the majority (52 percent) of the students initially caught cutting were females compared to 48 percent being males.
Hypothesis 9: Of the students that were initially identified as class cutters, ninth graders cut the most classes, followed by the tenth, eleventh, and twelfth graders.

The findings did not support the hypothesis because the largest percentage of students that were initially identified as class cutters was tenth graders. The findings were as follows: (a) tenth grade, 42 percent; (b) ninth grade, 27 percent; (c) eleventh grade, 16 percent; and (d) twelfth grade, 15 percent.

Research Question 1: Are students’ perceptions of teachers’ expectations and caring and uncaring attitude associated with class cutting?

The perception of the majority of students that responded to the related survey questions indicated that the teachers’ expectations, and caring and uncaring attitudes, were not associated with class cutting. For example, in response to the question, “Do you cut because teachers of the classes that you cut are not strict enough about attendance?”, 74 percent responded “no” compared to 26 percent who responded “yes.” In response to the question, “Do you cut because some teachers do not like you?”, 66 percent responded “no” compared to 34 percent who responded “yes.” In response to the question, “Do you cut because you don’t want to work as hard as teachers expect you to work?”, 76 percent responded “no” compared to 24 percent who responded “yes.” However, when responding to the question, “Would better teacher-student relationships reduce class cutting?”, 55 percent of the students responded “yes.” Even though the majority of students responded to
the positive side of the research questions, there is still a disturbing percentage of students that are cutting classes because of the students' beliefs that the teacher has an uncaring attitude.

Research Question 2: Is the physical plant (school building) associated with class cutting?

The students' responses were divided on this question; therefore, no conclusion can be drawn that the physical plant has impact on class cutting. The responses are as follows: 35 percent said "yes," 30 percent said "no," and 35 percent were undecided. However, if improving the physical plant could reduce class cutting by 35 percent, this concept should be addressed.

Research Question 3: How effective are the current procedures used to reduce class cutting?

The perception of the majority of students that responded to the related survey questions indicated that the current procedures do not appear to have an important impact on the students' decision to cut classes. For example, in response to the question, "Would having stricter attendance rules reduce class cutting?", 55 percent responded "no" compared to 26 percent who responded "yes." In response to the question, "Would sending students who cut classes to court reduce class cutting?", 47 percent responded "no" compared to 28 percent who responded "yes." In response to the question, "Would having more contact between schools and parents reduce class cutting?", 47 percent responded "no" compared to 28 percent who responded "yes." In response to the question, "Would physical punishment
(paddling) reduce class cutting?", 79 percent responded "no" compared to 9 percent who responded "yes." In response to the question, "Would counseling students who cut class reduce class cutting?", 50 percent responded "no" compared to 21 percent who responded "yes." In response to the question, "Would suspending students for cutting class reduce class cutting?", 62 percent responded "no" compared to 19 percent who responded "yes." In response to the question, "How many times did you cut before you got caught?", 11 percent cut twice with 67 percent cutting three or more times.

**Research Question 4**: Does the student’s general attitude about school contribute to class cutting?

The perception of the majority of students is that the students’ general attitude about the school did not contribute to class cutting for most students. For example, the students’ response to the question, "Do you cut because the school day is too long?" was 51 percent answering "never." In response to the question, "Do you cut because you feel classes are a waste of time?", 74 percent indicated that they never cut because they feel that their classes are a waste of time. In response to the question, "Do you cut because schools are too strict?", 72 percent responded "never." In response to the question, "Do you enjoy school?", 60 percent stated "yes" compared to 40 percent stating "no." However, when asked "Do you cut because a substitute teacher is present?", 62 percent responded "yes" that they cut when a substitute teacher is present.
Research Question 5: Students cut classes because of negative or outside influences.

The perception of the majority of students that responded to the related survey questions indicated that most did not cut classes because of negative or outside influences. For example, in response to the question, "Do you cut class to smoke?", 81 percent responded "no" compared to 19 percent responding "yes." In response to the question, "Do you cut because you have problems at home?", 69 percent responded "never" compared to 31 percent who responded "yes." In response to the question, "Do you cut to use drugs or drink alcohol?", 79 percent responded "never" compared to 21 percent who responded "yes." However, in response to the question, "Do you cut class because there are other fun things to do outside of school?", 59 percent responded "yes" compared to 41 percent who responded "no." In response to the question, "Do you cut because you have friends who cut?", 49 percent of the students cut with their friends and 51 percent did not cut with their friends.
CHAPTER V
SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary of Study

The purpose of the study was to identify the reasons why students initially cut, to see if the same factors that cause students to drop out and be absent from school are the same for class cutters, and to identify possible solutions that may lead to the reduction in the large number of students cutting classes at the selected high school.

A 54-item survey was used in this study. The instrument was developed over an 18-month period, beginning in the school year 1985-86 and completed in the school year 1986-87. The questions were formulated from two sources: from educators that participated in the National Educators Conference and from students of two similar urban high schools in the same school district. The questionnaire was divided into four sections: Part One contains nine items pertaining to the student's profile. Part Two contains 17 items, each indicating possible reasons for cutting class. Part Three contains 13 items designed to elicit information on respondents' experiences and attitudes toward class cutting. Part Four contained 14 items that looked at the respondents' opinion on class cutting and how they should be treated.
Nine hypotheses and five research questions were developed for use in this study. The hypotheses and research questions are as follows:

**Hypotheses**

**Hypothesis 1:** Students that were initially identified as class cutters cut class because their friends did.

**Hypothesis 2:** Students that were initially identified as class cutters cut classes where they perceived that the teachers do not like them.

**Hypothesis 3:** Students that were initially identified as class cutters and were enrolled in general courses cut classes more than students enrolled in college preparatory and business courses.

**Hypothesis 4:** Of the students that were initially identified as class cutters, Black students cut more than White students.

**Hypothesis 5:** Of the students that were initially identified as class cutters, the students that live with single parents cut more than students living with both parents.

**Hypothesis 6:** Of the students that were initially identified as class cutters, students that come from low socioeconomic status cut more often than students that are in the middle and upper income level.

**Hypothesis 7:** Of the students that were initially identified as class cutters, students that do not participate in extracurricular activities cut more often than students that participate in extracurricular activities.

**Hypothesis 8:** Of the students that were initially identified as class cutters, boys cut more classes than girls.
Hypothesis 9: Of the students that were initially identified as class cutters, ninth-graders cut the most classes, followed by the tenth, eleventh, and twelfth graders.

Research Questions

1. Are students' perceptions of teachers' expectations and caring and uncaring attitude associated with class cutting?
2. Is the physical plant (school building) associated with class cutting?
3. How effective are current procedures used to reduce class cutting?
4. Does the student's general attitude about school contribute to class cutting?
5. Do students cut classes because of negative or outside influences?

The target population was 200 high school students (grades 9 through 12) that were identified by the attendance office as having cut one or more classes in the first 9 weeks of classes of the 1986-87 school year. A random sample of 130 students was taken from this group.

The survey was administered to the 130 students and the responses were recorded on a general answer form. The answer forms were scored and all statistical materials were verified by the computer laboratory at The Ohio State University.

Questions on the survey were categorized to match the nine hypotheses and five research questions. All the survey scoring results contained a frequency and percentage break out. In addition, Questions 1 through 29 were analyzed by a T-test that compared the sexes (male/female) and races
(black/white) responses. Questions 30 through 36 were analyzed by using the Chi-square analysis. The Chi-square analysis compared the responses of four groups: race, sex, grade level, and educational program. A significance level of .05 or less was utilized in the analysis of the students' responses to the survey's questions.

Literature Review

The review of the related literature emphasized that attendance problems were prevalent even in the Puritan times. The enactment of compulsory education laws in the 1800s intensified the problem of school absenteeism. Presently, teachers, school officials, and law-makers are openly stating that compulsory school laws are not working. High school principals across the nation have identified unexcused student absenteeism as one of the most perplexing problems, outranking discipline by a 2 to 1 margin. The general consensus among school officials is that school absenteeism is on the rise and that there is no easy solution to the problem. Because the problem is on the rise, parents and school officials are asking the question, "Who is responsible for making students attend school?" Many parents feel that it is solely the responsibility of the school to ensure that their children are in attendance, whereas school officials espouse that schools should not bear the brunt of increasing absenteeism. Attendance is and should be the responsibility of the parents and students.

Many problems are caused by excessive absenteeism or class cutting. Excessive absenteeism keeps the individual from taking full advantage of
their educational program, while it disrupts the education of attending classmates. In addition, it forces the teacher to lose valuable instructional time, while they are forced to reteach the missed material. The problem is more troublesome because it is time consuming for school administrators and staff personnel while they are attempting to maintain and solve the problem. Students that are not in attendance in assigned classes often engage in vandalism, shakedowns, thefts, and verbal and physical confrontations with teachers and students of the same and different races. Once they leave the building, they create problems for the neighborhood and business establishments. On numerous occasions they become abusive to area residents and local business establishments, but more importantly, they engage in criminal activities. Some of these activities are stealing, vandalism, mugging, drug usage, and loitering.

Many factors contribute to the class cutting and school attendance problems. The most common reasons that the literature review and questionnaire responses identified are as follows:

(a) compulsory attendance laws,
(b) parental attitudes,
(c) teachers' attitudes,
(d) irrelevant curricula,
(e) outside influences,
(f) lack of alternative educational programs,
(g) day of the week,
(h) student's attitude, and
(i) enforcement of administrative policies.
Discussion

The literature review indicated that ninth grade students would cut classes or be absent from school more frequently than other students. Surprisingly, tenth graders from this study cut more often followed by ninth graders and eleventh graders having the fewest cuts. In addition, white students were identified as initially cutting class by a 3 to 1 ratio as compared to black students. This is surprising because system-wide black students have a higher failure rate and are suspended more frequently. Therefore, it would seem logical that blacks would be more disenchanted with school and thus cut more classes than white students. The only other logical reasons that the researcher has entertained is that black students are more sophisticated at class cutting. Hence, they have learned how to reduce the chances of being caught when they cut classes. Finally, female students initially cut more than male students.

The teacher's attitude toward the student is a factor in determining whether a student cuts his/her class. Even though the majority of students said that they did not cut because the teachers did not like them, there was an alarming number that cut because of their perception of the teacher's perception toward them. Another aspect of a teacher's attitude that does affect a student's decision to attend class is the daily attendance of the teacher. The literature points out that students will cut classes if a substitute is present. The study also indicated that a large percentage of students will cut classes if a substitute is present. Therefore, if a teacher is absent frequently, this could encourage students to cut class even more.
A common thread in the literature emphasized that students that cut or were absent from school came from students that had poor grades and were living with a single parent. This study refutes the literature for this sample because the findings indicated that students that have a "C" average and lived with both parents cut the most.

The review of the literature indicates that communication with the home has a positive effect on student attendance. When the question was posed to the students, "Would having more contact between school and parents reduce class cutting?", the majority of students responded that it would not help. The response to other questions indicates that attempting the following will have little effect on the majority of class cutters, and they are: (a) paddling, (b) having stricter attendance rules, (c) court involvement, and (d) suspension.

As stated previously, administrators find that class cutting is a perplexing problem with very few solutions. Students' responses indicate the following will help in reducing class cutting: (a) better teacher-student relationships, (b) providing more opportunities for student input in school matters, (c) improving the appearance of the building, and (d) allowing more time between class changes.

There are two interesting findings of this study that are in direct opposition to the literature. The literature review strongly indicated that students cut classes because they have home problems and that they dislike school. The students' responses overwhelmingly indicate that they do not cut because of problems at home or dislike school.
Analysis of the data from the survey indicated emphatically that students did not see counseling, in and of itself, as an effective method in alleviating the class cutting problem. On the contrary, students overwhelmingly stated that counseling would not be effective in solving the class cutting problem.

Age appears to be a determining factor when looking at class cutting. The study found that the majority of students that were initially caught for cutting were students that were the ages of 16 and 17, followed by students aged 14 and 15. Thus, students that are seniors appear to understand the importance of attending school and realize that they have reached the peak of their opportunity to obtain a free education; therefore, they are cutting class less.

Some administrators and teachers have a "gut" level belief that some of the main reasons for students cutting classes are to engage in drug and alcohol usage and smoking. The review of the literature indicates that these are primary reasons; however, this study reveals that the majority of students did not cut for these reasons, but there are students that do. In addition, administrators know through experience (and which is supported by the literature) that students who cut classes can create a negative school climate. Even though this study did not have questions concerning this problem, the researcher feels quite strongly and committed to emphasizing this point. Students who are truant from their assigned classes often remain on school grounds. While on school grounds, they are involved in fighting, gambling, vandalism, drug and alcohol usage, and verbal and physical teacher abuse. Students are involved in gang fights which arise while the student
is truant from class. Class cutters also have a tendency to have more contact with police as a result of robberies and loitering in local business establishments. Furthermore, students that normally cut will try to influence other students to cut with them. The latter statement is supported by the literature and the students' responses to the related survey question.

The researcher believes that in order for an attendance policy to be effective, it must clearly point out students' expectations, responsibilities, and penalties. In addition, the principals have the responsibilities to see that the students are following the policy and, more importantly, to ensure that the teachers are accurately reporting students when they are absent from their class. The study indicates that there is a breakdown in the school's reporting or monitoring system because an overwhelming number of students in this study have cut classes four or more times without being detected.

Another interesting point that the literature points out is that students often cut classes because the classes are boring or students view them as a waste of time. In this study the majority of students did not view their classes as a waste of time. In contrast, the students indicated that they cut class because there were other fun things to do outside of the classroom. However, the students' responses indicated that class cutting could be reduced if there were more opportunities for extracurricular activities and there were more electives that they could participate in.

The researcher feels that the principal is the major link that ensures the positive growth and development of people in the building. It is the principal and assistant principals who make the difference in whether or not a school has a large number of class cutters or class truancy. They set the
tone and clearly define the mission. The principal must be the instructional leader around which the staff and students can come for support, guidance, assistance, and leadership. His leadership is based on a consistent philosophy, fairness, and high expectations, and must provide the climate where teachers can teach and students can learn. The teacher can play a major role in reducing class cutting by ensuring that what they teach is relevant and interesting to the student, displays a caring attitude toward their students, and trying not to miss work as much as possible.

The subject of this study, "class cutting," was chosen in order to examine reasons why students cut class and to give some insight into an effective way of alleviating or reducing the problem. The study results indicate that one of the major problems is class cutting. Achievement in the schools will be difficult to achieve at an acceptable level until selective class cutting and school truancy has been reduced. However, the researcher does not believe that this problem will be eradicated soon unless the school districts do indepth studies on ways to reduce school truancy, and implement a uniform plan of action in each junior and senior high buildings.

**Recommendations**

Class cutting continues to be a perplexing problem for school administrators and teachers throughout the Columbus Public High Schools. Therefore, this research has attempted to identify and examine some factors which are associated with students who have been identified as class cutters. The
research findings led to the development of the following set of recommendations. A rationale is also offered in support of each recommendation. Findings of this research are as follows:

1. The curriculum should offer more of a variety and be more relevant to all students. This recommendation is made because of the literature review. Findings emphatically imply that if the curriculum was more relevant and there is a larger course selection, class cutting would be reduced.

2. Students should be given the opportunity to give more input into related school issues. Through the researcher's experiences and in concert with the literature review and the study's findings, it is imperative to acquire students' opinions on school issues that pertain to them. If students are given this opportunity, they will develop a sense of ownership and pride in the school thus making them want to attend classes.

3. There should be alternative programs for students who cut classes consistently. Presently, students that cut classes normally are suspended from school, which is usually what the students want. If the literature review and the results of the study are true, students are "turned off" to some classes for previously stated reasons. Therefore, students should be placed in classes or programs that would turn them back on to school or that particular class.

4. Teachers should be in-serviced, especially in the area of making them cognizant of student perceptions of them. One of the survey results indicated that a large percentage of students cut class because they
felt that the teachers did not like them. The researcher feels that it is imperative that teachers be made aware of what type of signals that they are sending out to students and what impact that this has on students. Therefore, one of the best techniques to address this problem is through teacher inservice.

5. Improvement of the reporting of class absenteeism is essential. After reviewing the findings of the survey, an alarming fact was found. It was noted that a vast majority of students had cut classes three or more times before they got caught by the attendance office. Therefore, this clearly indicates that there is a breakdown in our reporting system.

6. Alternatives to compulsory education should be developed. The researcher is in complete agreement with the literature when it indicates that compulsory education beyond the age of 16 should be abolished. The findings indicate that compulsory laws are ineffective and that class absenteeism is on the rise, and that a formal classroom setting does not meet the needs of all students. Thus, if a student is not benefitting from a formal education, there should be alternative programs that will give the student the necessary education that they need.

7. Increase school/community relationships, in order to develop positive plans of action to deal with problems that are created by class cutting. The researcher does not feel that it is solely the responsibility of the school to counteract the problems that the community and business world encounters when a student is truant from school, because class
cutting could and can be a symptom of society as a whole. Therefore, there should be a unified effort between the school and community when trying to rectify the problems.

**Recommendations for Further Study**

Based on the findings of the sample study, the following recommendations are in order:

1. Because a large percentage of the sample population cut because of the teacher's perception of them, additional studies should be undertaken which seek to identify the differences in perceptions of the class cutter and noncutter as they relate to a teacher's attitude toward students.

2. The literature review indicates that black students would cut more frequently than white students, but this study indicated that black students cut less often than white students. Therefore, additional studies should be undertaken to determine the patterns and percentage of white students who are cutting more frequently than black students.

3. The literature review indicated that males would cut classes more than females; however, this study does not support this notion. Therefore, additional studies should be undertaken to determine why a larger than expected percentage of girls are cutting class.

4. The literature review indicates that compulsory education, in some instances, had a negative effect on student attendance. Therefore, additional studies should be undertaken to determine the effects of
compulsory education as it related to class cutting.

5. Because this study only looked at students cutting in the first 9 weeks, a longitudinal study over the entire school year may reveal different patterns of class cutting and raise different issues concerning class cutters.

6. Because this study did not survey teachers and principal, additional studies should be undertaken to look at principal and teachers to see if they share, or have in common, similar responses as to why students initially cut classes.

7. Because this study did not survey noncutters, an additional study should be undertaken which seeks to compare and identify the difference in the perceptions of class cutters versus nonclass cutters in relation to why students cut class.

8. Additional studies should be undertaken to compare responses between students that come from low- and high-income levels.

9. Additional studies should be undertaken to ask class cutters and non-class cutters what would prevent them from cutting class.
REFERENCES

Books


**Dissertations**


**Microfilm Reproduction**


Periodicals


**Newspaper Articles**


__________, "Bad Attendance Means Bad Grades," December 7, 1986, p. 2B.

**Publications**


Research Involving Human Subjects

ACTION OF THE REVIEW COMMITTEE

With regard to the employment of human subjects in the proposed research protocol:

Bacterial Activity Affecting High School Students' Decision to Cut Classes Initially, Robert R. Bargar, Educational Policy and Leadership

THE BEHAVIORAL AND SOCIAL SCIENCES REVIEW COMMITTEE HAS TAKEN THE FOLLOWING ACTION:

- APPROVED
- DISAPPROVED
- APPROVED WITH CONDITIONS
- WAIVER OF WRITTEN CONSENT GRANTED

* Conditions stated by the Committee have been met by the investigator and, therefore, the protocol is APPROVED.

It is the responsibility of the principal investigator to retain a copy of each signed consent form for at least four (4) years beyond the termination of the subject’s participation in the proposed activity. Should the principal investigator leave the University, signed consent forms are to be transferred to the Human Subjects Review Committee for the required retention period. This application has been approved for the period of one year. You are reminded that you must promptly report any problems to the Review Committee, and that no procedural changes may be made without prior review and approval. You are also reminded that the identity of the research participants must be kept confidential.

Date: February 5, 1988

Signed: (Chairperson)
APPENDIX B

RESEARCH PERMISSION FROM COLUMBUS PUBLIC SCHOOLS
March 10, 1987

Mr. James Cauley
West High School
179 S. Powell Avenue
Columbus, Ohio 43204

Dear Mr. Cauley:

Approval is granted for you to use the student survey concerning class
cutting at West High School. It is understood the purpose of this survey
is to assist you in fulfilling requirements for your PhD.

I would be interested in seeing a copy of the results of your survey. Best
of luck in your academic pursuits.

Sincerely,

[Signature]

James C. Turgason
Assistant Superintendent
Division of Middle and High Schools

JCP:wp
APPENDIX C
SUBJECT CONSENT FORM
CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

I consent to participating in (or my child’s participation in) research entitled:
A Study Of Factors Affecting High School Student’s Decisions To Cut
Classes Initially.

James D. Cauley or his/her authorized representative has
(Principal Investigator)
explained the purpose of the study, the procedures to be followed, and the expected duration of my (my child’s) participation. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my child is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my child). The information obtained from me (my child) will remain confidential unless I specifically agree otherwise by placing my initials here

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ___________________________ Signed: ___________________________

Signed: ___________________________
(Principal Investigator or his/her Authorized Representative)

Signed: ___________________________
(Person Authorized to Consent for Participant—If Required)

Witness: ___________________________
APPENDIX D

PARENTAL LETTER OF SURVEY INFORMATION
Dear Parents:

Your son/daughter is being asked to participate in a student survey, that will be given on March 18, 1987 thru March 20, 1987. This survey is conducted under the supervision of Dr. Barger from the Department of Policy and Leadership at the Ohio State University.

The information collected from this survey will not have any effect on your child's schooling or future disciplining action if your child is sent to the office for disciplinary reasons.

This survey is completely voluntary, but you must sign and have your child return the parent permission form to Mr. Cauley.

Thank you in advance for letting your child participate in the survey.

Yours truly,

James Cauley
APPENDIX E
SURVEY INSTRUMENT
STUDENT SURVEY

Student profile
1. Age
   a. 14 - 15  b. 16 - 17  c. 18 & over
2. Race
   a. Black  b. White  c. Other, (specify
3. Sex
   a. male  b. female
4. Grade level
   a. 9th  b. 10th  c. 11th  d. 12th
5. Parent's marital status
   a. married  b. single  c. divorced  d. widowed
6. Living with:
   a. father  b. mother  c. mother & father  d. other ie. grandparents, step-mother & father, step-father & mother, relatives, & guardian?
7. Socio-economic status of household where you reside
   a. 5,000-14,000  b. 15,000-24,000  d. 25,000-40,000  g. 45,000 & over
8. Educational program enrolled in?
   a. college prep.  b. general  c. vocational  d. business
9. Grade average for the first grading period
PART II

In your opinion how often, if ever, are each of the following reasons given why you cut classes?

10. Do you cut because the school day is too long?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

11. Do you cut after lunch because the lunch shift is too short?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

12. Do you cut study hall because you don’t think of it as a class?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

13. Do you cut class to smoke?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

14. Do you cut because you feel classes are a waste of time?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

15. Do you cut because teachers of the classes that you cut are not strict enough about attendance?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

16. Do you cut classes because the principal and assistant principals are not strict enough about attendance?
   a. often  b. frequently  c. sometimes  d. rarely  e. never

17. Do you cut classes because you feel some teachers do not like you?
   a. often  b. frequently  c. sometimes  d. rarely  e. never
18. Do you cut because you don't have the assignment that is due for that class or you have a test that day? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

19. Do you cut gym because you have to dress? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

20. Do you cut because you have a problem at home? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

21. Do you cut because you are less popular at school than other students? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

22. Do you cut because you have trouble with class work? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

23. Do you cut because you don't want to work as hard as teachers expect you to work? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

24. Do you cut because schools are too strict? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

25. Do you cut classes because there are other fun things to do outside of school? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

26. Do you cut class to use drugs or drink alcohol? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

27. Do you cut because you have friends who cut? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never

28. Do you cut because a substitute teacher is present? 
   a. often  b. frequently  c. sometimes  d. rarely  e. never
PART III

In your opinion, would the following ideas reduce class cutting?

29. Would painting hallways and lockers, having carpet, and fixing the windows reduce class cutting?
   a. yes  b. no  c. uncertain

30. Would more opportunities for extracurricular activities, such as intramural sports or clubs, reduce class cutting?
   a. yes  b. no  c. uncertain

31. Would offering more electives such as crafts, photography etc. reduce class cutting?
   a. yes  b. no  c. uncertain

32. Would peer counseling (students counseling other students) reduce class cutting?
   a. yes  b. no  c. uncertain

33. Would having stricter attendance rules reduce class cutting?
   a. yes  b. no  c. uncertain

34. Would having more contact between schools and parents reduce class cutting?
   a. yes  b. no  c. uncertain

35. Would sending students who cut classes to court reduce class cutting?
   a. yes  b. no  c. uncertain

36. Would physical punishment (paddling) reduce class cutting?
   a. yes  b. no  c. uncertain

37. Would giving students more time to get to classes reduce class cutting?
   a. yes  b. no  c. uncertain
38. Would counseling students who cut class reduce class cutting?
   a. yes  b. no  c. uncertain

39. Would better teacher-student relationships reduce class cutting?
   a. yes  b. no  c. uncertain

40. Would suspending students for cutting classes reduce class cutting?
   a. yes  b. no  c. uncertain

41. Would extra help with school work reduce class cutting?
   a. yes  b. no  c. uncertain

42. Would more opportunities for students to have a say in school matters reduce class cutting?
   a. yes  b. no  c. uncertain

PART IV
Please answer the following questions:

43. Do you enjoy school?
   a. yes  b. no

44. Do you participate in extracurricular activities, such as sports, clubs, debate team, choir or drama?
   a. yes  b. no

45. Have you ever cut a class?
   a. yes  b. no

46. Do you cut regularly (once or more a week)?
   a. yes  b. no
47. Is there an adult at school with whom you feel you can talk to about problems?
   a. yes   b. no   c. don't know

48. Are you satisfied with the way your school is run?
   a. yes   b. no

49. Do you think class cutting is a big problem in this school?
   a. yes   b. no   c. don't know

50. Do you know your school policy on class cutting?
   a. yes   b. no

51. Do you think that students who cut class should be punished?
   a. yes   b. no   c. undecided

52. Do you think that the school should treat all cases of class cutting the same for all students?
   a. yes   b. no   c. undecided

53. Do you think that the school should look at each case of class cutting individually and treat students differently according to individual needs?
   a. yes   b. no   c. undecided

54. How many times did you cut before you got caught?
   a. 1   b. 2   c. 3   d. 4 or more

IF YOU HAVE ANY ADDITIONAL COMMENTS, PLEASE WRITE ON THE BACK OF PAGE ONE

THANK YOU FOR PARTICIPATING IN THIS SURVEY!!!
APPENDIX F

DISSERTATION SURVEY RESPONSES
DISSESSATION SURVEY

1. Were the questions easy to read?
   Yes ✓ No __

2. Were the questions too long?
   Yes __ No __ Some

3. Were the questions appropriate?
   Yes ✓ No __

4. Identify what questions should be omitted? Padeling

5. What questions should be added, if any?
   None
1. Were the questions easy to read?
   - Yes / No

2. Were the questions too long?
   - Yes / No

3. Were the questions appropriate?
   - Yes / No

4. Identify what questions should be omitted?

5. What questions should be added, if any?
1. Were the questions easy to read?
   Yes [ ] No [ ]

2. Were the questions too long?
   Yes [ ] No [ ]

3. Were the questions appropriate?
   Yes [ ] No [ ]

4. Identify what questions should be omitted?
   [ ]

5. What questions should be added, if any?
   [ ]
DISTRIBUTION SURVEY

1. Were the questions easy to read?
   Yes X  No ___

2. Were the questions too long?
   Yes ___  No X

3. Were the questions appropriate?
   Yes X  No ___

4. Identify what questions should be omitted?
   1 49

5. What questions should be added if any?
DISSENGATON SURVEY

1. Were the questions easy to read?
   Yes ✗ No ___

2. Were the questions too long?
   Yes ___ No ✗

3. Were the questions appropriate?
   Yes ✗ No ___

4. Identify what questions should be omitted?
   Is the question for our system or for general purposes?

5. What questions should be added if any?
   Do some need to be added? Reduce attendance or increase writing??
Dissertation Survey

1. Were the questions easy to read?
   Yes _____  No _____

2. Were the questions too long?
   Yes _____  No _____

3. Were the questions appropriate?
   Yes _____  No _____

4. Identify what questions should be omitted?

5. What questions should be added, if any?
Dissertation Survey

1. Were the questions easy to read?
   Yes [ ] No [ ]
   Most were, but the format might be simplified.

2. Were the questions too long?
   Yes [ ] No [ ]
   But the format might be changed.

3. Were the questions appropriate?
   Yes [ ] No [ ]

4. Identify what questions should be omitted:
   Make more specific:
   Some are vague (e.g.: 20, 25, 34, 37, 49, 50)

5. What questions should be added if any?
   [ ]
   (I can think of
   [ ]
   [ ]
   [ ]
   [ ]
   [ ]
   [ ]
Dissertation Survey

1. Were the questions easy to read?
   Yes __ No ___ with questions listed below

2. Were the questions too long?
   Yes ___ No ___

3. Were the questions appropriate?
   Yes ___ No ___

4. Identify what questions should be omitted? (5, 6, 8)

5. What questions should be added if any?
   Question 6 was a bit complicated and revised, was it
too detailed regarding guardians?
   Question 8 - would students understand what you are
   asking for?
   Question 9 - withdrew 29 that extracurricular activities
   would take the place of classes.
   Question 31 is same as 29
   Question 34 - "extracurricular personnel and sports"
   Question 41 - what does "reduce attendance" mean?
   Question 44 - such as agents, clubs, plays or any other
   extracurricular activities.
   (Because drama may imply drama club
   is a student, cheer club doesn't fall into any
   categorize that you have, etc.)