COMPARING PERCEPTIONS OF SELF, FAMILY AND SCHOOL

SUPPORTS BY GRADUATES AND DROPOUTS

BY   : DUSHYANTA PERSAUD

A thesis
Submitted to the University of Manitoba
in Partial Fulfilment of the Requirements
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ABSTRACT

This study used a survey to compare students graduating from a population identified as being at risk of dropping out of school with dropouts from the same population. Furthermore, the study compared the perceptions of both groups of students towards their schools and families. Graduates perceived themselves as being smarter; more ambitious and responsible; more involved in church and volunteer work; and less involved in drug/alcohol use and crime compared to dropouts. Graduates were more satisfied with their school experiences and teacher supports compared to dropouts. Graduates, compared to dropouts, reported better supports from their mothers with no difference in fathers' supports. Recommendations for secondary teachers are provided.

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CHAPTER 1

Introduction

Thesis organization. This thesis has three chapters. In chapter one the topic is introduced and the question that was investigated is stated: How do high school graduates and dropouts compare with respect to their perceptions of self, family, and school supports. The variables involved in the study are identified and discussed as they relate to each other. The educational significance of the research is then discussed. A comprehensive review of the dropout literature on student characteristics associated with dropout behaviours, school supports, family supports, dropout prevention approaches, and practical issues associated with the dropout research is presented in chapter two. The method that was utilized in the research is described in chapter three. The results of the survey with the data for each hypothesis are presented in chapter four. A discussion of the data with implications for schools and recommendations for further research is presented in chapter five.

Extent of the dropout problem. Rumberger (1987) and Madak, (1987) in recent reviews of the dropout literature, reported general agreement on a dropout rate of approximately 25% across North America. Inner city schools, for example, have been shown to have rates that approach 50% in the U.S.A. (ORR, 1987), while Sullivan (1988) has reported dropout rates of 31% for Ontario in 1981. The

extent of the problem demands investigation of the phenomena of dropout behaviours.

Socio-economic problems. In a report prepared by Karp (1988) for the Ontario Ministry of Education, 20% of the dropouts in the 15- 24 years age group and 1% of the graduates in 1981 were unemployed. Earnings for the dropouts in the Sullivan (1988) study averaged about $3,770.00 less than the graduates' average salary of $19,490.00 per year. This wage discrepancy was consistent with other reports of a 12% - 18% difference in earnings between graduates and dropouts (Rumberger, 1987). Income loss over a life time for dropouts is estimated to about $200,000.00 which represents a tax loss of about $68.4 Billion for the American economy (Catterall & Stern, 1986; Rumberger, 1987).

Added to the tax loss is the estimated cost of $10 to $29 billion annually for dropouts needing social assistance, health care and legal problems (Catterall & Stern,1986).

According to Radwanski (1988), dropouts are considered least equipped to meet the ever changing needs and demands of an increasingly technological work force; they represent a loss in human potential. As such, increasing graduating rates should be a major focus of schools.

Race. Dropout rates for Hispanics have been estimated to be closer to 40%, while rates for American Indians have been estimated to range from 38% to 60% (Johnston, Markle, & Harshbarger, 1986; Steinberg, Blinde & Chan, 1984). Lee

(1986) reported that dropout rates in Saskatchewan for Native students and non-Natives in 1980-81 were 43.2% and 15% respectively. This inequality needs to be investigated and rectified in view of the equality mandate of the Constitution of Charter and Rights of Canada.

Educational challenge. In a study of 17 large American school districts, Barber and McClellan (1987) identified 33 reasons that students gave for dropping out of school (see Table 1). In addition, other researchers have identified numerous factors associated with dropout behaviours (Madak, 1987; Rumberger, 1987). For this study, dropouts were defined as those students who have stopped attending school and should have graduated by June, 1990 or three years earlier. Educational response for the most part have been to react to particular groups of dropouts, mostly older students, with controversy as to how schools should respond to dropouts. For example, Radwanski (1987) has suggested higher educational standards as a solution which conflicts with what students gave as their top five reasons in the Barber and McClellan (1987) study. Finn (1989) has suggested that a lack of understanding of the developmental processes of dropout behaviours prevents schools from planning effective intervention. The reasons for dropout behaviours needs to further investigated in order to plan effective dropout prevention programs.

Table 1

Reasons Given for Dropping Out of School*

Student had attendance problems

Student lacked interest in school

Student was bored with school

Student had academic problems or poor grades

Student had problems with teachers

Student had family problems or responsibilities

Student had problems with assigned school

Student disliked a particular course

Student had problems with school administrators

Student disliked everything

Student had problems with counsellors

Student had problems with other students

Student had discipline problems and was suspended

Student felt too old for school

Student had financial problems

Student was ill

Student lacked desired program or course

Student was pregnant

Student had conflicts with employment

Student got married

Student had enough education to work with

Illness in student's family

Student disliked discipline or rules

Student had transportation problems

Table 1 (continued)

Student entered military service

Student moved and went to another school

Student had achieved educational goals

Parents demanded that student leave school

Couldn't speak English

Student disliked some feature of the school

Don't know

Miscellaneous reasons

Student left school because of racial or gang problems

* Copied from Barber & McClellan, 1987.

Problem statement

The purpose of this study was twofold. First, to compare the characteristics of students who graduated from a population identified as being at-risk of dropping out of school with dropouts from the same population. Second, to determine the perceptions of both groups of students towards their school and family supports. For this study, dropouts were defined as those students who have stopped attending school and should have graduated by June, 1990.

Educational significance

Inner city schools are characterized by high dropout rates and Winnipeg, Manitoba is no exception. In an unpublished study done in inner city Winnipeg, Nitz (1982) reported dropout rates of over 40% for both males and females from grade 9 to the end of grade 10. Nitz's (1982) study, however, was limited in that it tracked students from only one school and for only one year. Nevertheless, the study points to a serious problem of many students dropping out of school.

This study will give educators an opportunity to get a profile of the students that graduate and dropout in a population associated with high dropout rates. It will investigate the school and family supports that these students perceive as important. Knowing what supports are seen as making a difference will enable schools to capitalize on them in their efforts to increase graduation

rates and to develop strategies based on student feedback about the important supports they utilized in facilitating their graduation. Also, this study may provide an assessment model for students' perceptions of their schools and family supports.

CHAPTER 2

Review of the Dropout Literature

In this chapter, the literature on student characteristics associated with dropout behaviours, school, and family supports that enhance graduation will be reviewed. The student characteristics include gender, achievement, attendance, overage for grade, attitude, work habits, aspirations, involvement in school activities, and pregnancy.

Student Characteristics

Gender. In a number of studies males had lower graduation rates than females (Beck & Muia, 1980; Ekstrom, Goertz, Pollack & Rock, 1986; Gambert & Shore 1988). Gambert and Shore (1988), for example, reported that 45% females graduated compared to 37% of the males in a longitudinal research of all students enroled in New York City for the four year period of 1983 to 1987. Rumberger (1987) suggested that more males cited school related reasons, such as disliking school, being expelled or suspended, and economic reasons for leaving school. The main reasons given by females were personal such as pregnancy or marriage.

Achievement and attendance. Several researchers reported that dropouts showed poor attendance and academic achievement records (Barrington & Hendricks (1989); Hess (1986); Ekstrom, et al., (1986); Wehlage & Rutter (1986). For example, in their longitudinal study of over 600 student

records from 1981 to 1985 in a small city/rural American school, Barrington and Hendricks (1989) found that failing grades in at least one subject in grade 9 allowed them to predict which students will dropout by grade 12 with an 85% accuracy. Having a failing grade point average of 1.7 or less allowed for a dropout prediction of 90%. These researchers also found that dropouts had lower scores than graduates on the Otis-Lennon IQ test (102.8 to 111.8) though their scores suggested that they had the ability to graduate. In comparing mean achievement/intelligence ratio scores of graduates and dropouts, these researchers found that dropouts were not working up to their potential (Barrington & Hendricks, 1989).

Barrington and Hendricks (1989) also reported that, by grade 9, dropouts were showing absences that, on average, were three times higher than students who graduated. By grade 5, those students who later dropped out of school were absent twice as often as graduates.

Barrington and Hendricks'(1989) study differentiated between transfers, non-graduates (students who did not graduate with their grade group), graduates and dropouts; a good practice since transfers and non-graduates are sometimes incorrectly associated with graduates. However, one caution in interpreting the mean absences as a predictor is that the standard deviations are high. For example, the mean absences for potential dropouts in grade nine was

reported to be 21.1 (sd = 14.8) compared to 7.5 (sd = 6.6) for graduates. As such, it is quite possible for some graduates to be absent in the range associated with students likely to dropout.

Students who transfer in and out of different schools during their schools years tended to be absent more often as well as drop out more often (Barrington & Hendricks,1989; Madak,1988).

Overage for grade. Some researchers reported that students who were overage for their grades were more likely to drop out of school (Lee 1986; Hammack, 1986; Hess, 1986). For instance, in a study done in Saskatchewan urban centres, Lee (1986) reported that during the 1980-81 school year, 81% of the status Indians and 74% of the non-status Indians/Metis who dropped out were overage for their grade at the time of dropping out.

In another study conducted in a Chicago urban school involving all students entering grade 9, Hess (1986) reported that even when retained students brought their reading levels up to class level, those overage students were still more likely to drop out.

Language minorities. Steinberg, Blinde & Chan (1984) reported that language minority students were more likely to drop out. These researchers did not present hard data, but used circuitous methods on a comprehensive analysis of the literature to establish a correlation. Their conclusions are

strictly theoretical with no empirical validity. They recommended that more research be carried.

Cummins (1984), in a theoretical discussion, argued that the power and status relations between minority and majority groups exert a major influence on school performance. As an example, he cited the observation that the Finnish students do poorly in Sweden where they are a low status group compared to their success in Australia where they are a high status group. These observations suggest that for improved performance in inner city Winnipeg schools, the schools need to work at building up students' self-image and pride. Schools need to eliminate any negative perceptions that students have about their schools. Furthermore, schools should promote themselves as worthwhile places where their students can get as good an education as anywhere else.

Attitudes, work habits, and aspirations. In several studies, students who had dropped out of school reported poorer work habits and lower locus of control than high school graduates (Ekstrom, et al.,1986; Rumberger, 1983; Wehlage & Rutter, 1986). These studies used the High School and Beyond data base of 30,000 students gathered by stratified sampling for schools and students in 1980 and 1982. In the follow-up sampling, 6,000 students out of the sample of 30,000 were left out of the study because they were non-graduates, students in school who did not graduate in the year that they were suppose to. This could influence

the validity of the study since the characteristics of the missing students were not reported.

Fine (1986), in an ethnographic study using surveys and interviews in New York inner city schools, reported that some students did not make an effort in school though they felt that graduation from high school would be good for getting jobs. These students did not see schools as offering them much. Also, they felt that the prospect of obtaining jobs was not good for them .

Johnston, Markle & Harshbarger (1986) found that graduates generally had higher aspirations for their lives after school graduation compared to dropouts. Ekstrom, Goertz & Rock (1988) in an analysis of the High School and Beyond data base of 22,000 graduates for 1982 reported that 55% of the graduates planned on attending at least a two year college while 34% reported plans of working.

Involvement in school activities. Numerous studies reported that dropouts engaged in less extracurricular school activities than graduates (Brookover,et al., 1982; Ekstrom,et al., 1986; Johnson,et al., 1986; Mcdill, Natriello & Pallas, 1985; Wehlage,et al., 1989). These researchers reported that dropouts felt a sense of alienation and often isolated themselves voluntarily. As well, some students had to be involved in work or caretaking at home. In an analysis of successful intervention programs for dropouts, Wehlage, et al.,(1989) observed that

successful programs emphasized positive student/teacher contacts and high teacher interest in students' academic and personal lives.

Wehlage and Rutter (1986), in their analysis of the High School and Beyond data, found no significant differences in self-concept for college-bound graduates and dropouts. Madak (1987) has pointed out that dropouts' high self-concept could result from initial feelings that they have made the right decision by dropping out of school, especially if they have found a job. Earlier studies by Ekstrom, et al., (1986) and Johnson, et al., (1986) reported that self concept is a strong predictor of success. Some of the discrepancy can be explained by different researchers measuring different aspects of self-concept using different instruments. For example, Ekstrom et al., (1986) used four items relating to student perceptions of themselves from the High School and Beyond survey to assess self-concept, while Wehlage et al., (1986) assessed students' academic self-concept which relate to the students' perceptions of their ability to succeed in school.

Pregnancy. Pregnancy was the major factor associated with girls dropping out of school (McLellan, 1987; Rumberger, 1983, 1986). Rumberger (1983) reported that up to 45% of all girls who dropped out did so because of pregnancy or marriage. This figure was supported by Mclellan (1986). Having a baby places a heavy physical, emotional, financial

and stigmatizing toll on high school girls that may prevent them from attending and completing school.

Hardy and Duggan (1988), in a study done in Baltimore comparing teenage fathers with fathers over the age of twenty years, reported that the teenage fathers were at serious educational disadvantage in terms of grade completion and achievement. This study suggests that teenage fathers also experience emotional and financial stresses that can adversely affect their education.

Family supports

The socio-economic status (SES) of students' families has consistently been identified as a strong predictor of dropout behaviour (Barrington & Hendricks, 1989; Ekstrom et al., 1986; Mcdill, et al., 1985; Rumberger, 1983). These researchers used parental employment status, make-up of the family, and income levels. All the studies showed that individuals with a lower SES dropped out far more than those with a higher SES. In addition, students of single parents were more likely to drop out. Single parent families are more likely to have lower incomes which places them in low SES.

The exact reasons why students from low SES families drop out more often were not identified. One hypothesis relates to the level and quality of parental involvement in their children's education with students who succeed benefitting from good quality involvement (Walberg, 1984).

Walberg (1984), in a comprehensive synthesis of the
literature, suggested that parental concern and
encouragement were much more predicative of academic
learning than SES, though poverty places limitations and
stresses on the inner city families that often prevent them
from providing the care and support needed for success in
school.

Epstein and Becker (1982) reported that the quality of
parental care can be very helpful in the education of their
children without specifying whose standards of parental care
should be used. These researchers cautioned that parents,
especially single parents, may need a break from their daily
routine and should not be called on to provide a lot of help
with their children's learning. However, the limitations
that poverty places on poor families to provide basic needs
and a stimulating learning environment in the home cannot be
overlooked as a contributing factor.

Moles (1982) reported that 90% of the teachers in a
National Gallup Poll (US) indicated a greater need for
parental involvement in their children's education. In this
poll, teachers defined involvement in terms of parental
contacts with school, sharing of information regarding
performances and ways to facilitate learning, as well as
improving the home learning environment and activities.

The family involvement factors identified in the
literature that enhanced positive student behaviours

included : (a) having high educational aspiration for students, (b) being involved with the students in program planning, (c) provide opportunities for out-of-school learning, (d) providing space to do homework, (e) monitoring daily activities and school progress, and (f) providing verbal encouragement

(Ekstrom, et al.,1988; Epstein & Becker, 1982; Fehrman, Keith, & Reimers, 1987; Holmes, 1989).

School supports

It is likely that schools play a major role in students decisions to drop out (Frymier & Gandmeder, 1989; Orr, 1987; Rumberger, 1983; Wehlage & Rutter, 1986; Wehlage, et al., 1989;). Rumberger (1983) reported that over half of the students in the High School and Beyond study who dropped out in 1980-82 claimed a dislike for school. Sullivan (1986),in a survey involving 700 dropouts and 700 graduates, reported that 93% of the dropouts felt that their teachers did not care compared to 70% of the graduates.

Orr (1987) reported that graduates felt much more positive about their school experiences and teacher care. She also reported that when programs were in place to address negative feelings towards school and teachers, dropout figures dropped. Schools need to be communities where students become involved and feel a sense of social bonding (Anderson, 1982; Miller, Leinhardt, & Zigmond, 1988; Wehlage, et al., 1989).

The practice of grade retention is recognized as a strong predictor of student dropping out of school (Lee, 1986; Hess, 1986; Frymier & Gansmeder, 1989). Frymier & Gansmeder (1989) reported that even though 25% of the principals believed that retention was effective, more than 70% retained students anyway. Retention has been shown to be slightly effective in remediating skills in low elementary grade with negligible or regressive achievement gains in later grades (Pomplum, 1988).

Wehlage, et al., (1989), in his dropout prevention theory, contended that academic success appears to be tied to the way in which family, community, and school collectively contribute to the support of students. Furthermore, he suggested that when schools fail to take into account the social, economic, and cultural contexts in which students live, the ability of many children to remain motivated and perform well is jeopardized. In effect, schools that are not sensitive to their student population alienate their students. For example, a school that projects white, anglo, middle class values and curricula onto the education of a poor, minority language, minority group student body will not likely be successful.

After observing that 80% of the students in basic academic streams in Ontario schools for 1987 dropped out, Radwanski (1987) called for standardization of the curricula. He claimed that students perceive poorly the

value of their education when enroled in the lower academic streams and many opt to drop out of school. Radwanski (1987) further stated that though more students graduate in our system of multi-levels of curriculum courses, knowledge and skill acquisition suffered across the board. He differentiated between schooling, whereby students attend school in lower academic streams and get a meaningless diploma and getting an education in the form of a meaningful diploma. The flaw in this scheme is that all students will be expected to master the same material, even if agreement can be reached about the material and its level (Mcdill, et al.; 1985). Radwanski's proposal fails to recognize the fact that students have different interests as well as different learning styles which will result in higher dropout rates with any standard curricula. Georgeoff (1989) called standardization of the curriculum an offence to youth, democracy, and economic interests. Standardizing curricula fail to take into consideration the social, economic, cultural, historical and economic factors and will make a bad situation, especially for minorities, worse (Georgeoff, 1989).

In their comparison of Catholic and public schools, Coleman, Hoffer & Kilgour (1982) observed significantly lower dropout rates in the Catholic schools. They recommended the tougher discipline and higher standards that are practised in the Catholic schools as being necessary for

improved standards and dropout prevention in the public schools. It should be noted that Coleman, et al., (1982) selected low SES public schools as opposed to Catholic schools that had higher SES groups, making the comparisons unfair. Wehlage, et al.,(1989) suggested that by sending their children to Catholic schools, parents were reflecting a level of parental involvement and values that were more significant than the curricula. Furthermore, the Catholic schools reflect a common ideology in Christianity which is supported by parents, staff and students and the effects cannot be underestimated. Ekstrom, et al., (1988) suggested that the changing demographics from 1972 to 1982, the period of Coleman's et al.,(1982) study also changed the school processes and student experiences. This period saw the public schools meeting the needs of more minority and special needs students, students whose contributions to standards were previously not counted.

Relationships between variables.

Certain student characteristics and students' perceptions of family and school supports have been associated with students' decisions to dropout of school (Madak, 1987). Some researchers have suggested that these associated variables are inter-dependent and they all work towards contributing to the total effect of dropping out behaviours (Ekstrom, Goertz, Rock & Donald, 1985, 1986; Finn, 1989; Wehlage, Rutter, Smith, Lesko & Fernandez,

1989). Specifically, the following characteristics have been associated with students' decisions to dropout of school: overage for grade level, male, poor attitude and work habits in school, visible and minority language students, involvement in extra-curricular activities, and pregnancy (Ekstrom et al.,1985,1986; Rumberger,1987). Further, students that come from low socio-economic backgrounds are more likely to have some of these characteristics and are more likely to report less support for their educational efforts from schools and families (Beck & Muia,1983). According to Wehlage et al.,(1989) they are likely to drop out of schools that they find uncaring and unresponsive to their needs.

Finn (1989), in an analysis of the literature, proposed two theories to explain the developmental processes of dropout behaviours. In the frustration-self-esteem model, deficient school practices leads to student failures which results in reduced student self -esteem. Reduced self-esteem results in behaviour problems which can be fuelled by negative peer behaviours. Negative and delinquent behaviours further aggravate school performances. In Finn's (1989) participation - identification model, students that identify strongly with their schools through involvement and academic pursuits are more likely to have successful school performances. A basic premise of this model is that schools provide quality instruction.

Wehlage, et al.,(1989) suggested that the final outcome of education is the product of interactions between personal, social/cultural, school, family, and community variables with the chances of graduating increasing when students are supported by parents in their educational efforts, and when they feel welcomed in a school that has an educational program appropriate for them.

Practical Issues

Catteral (1987) says that there is a scarcity of research on dropout or recovery programs. However, some efforts have been made since then, focusing on developing specific programs to address specific needs of an identified dropout group (Orr, 1987; Wehlage, et al., 1989).

Three main difficulties have been identified in the literature for the development of effective dropout programs: identifying successful programs, conflicting theories, and differences in how dropouts are counted by researchers.

Identifying successful dropout programs. It is difficult to identify specific dropout strategies that are effective in schools since most activities in schools can be credited with some degree of success with at-risk students. For example, remedial programs, counselling, nutrition programs, physical education, cultural programs, alternative educational programs, and work experience provide a range of activities in our schools that claim some credit (Mann,

1986).

Conflicting theories. There are conflicting theories about why students dropout. Some researchers argue that academic deficiencies are the overwhelming cause and addressing academic deficiencies is crucial in dropout prevention (Coleman, Hoffer & Kilgore, 1982; Radwanski, 1988). Radwanski (1988) suggested that there is a need for schools to delete many optional and lower level courses after observing that students in these courses are more likely to drop out of school in Ontario. In observing that Catholic schools had higher graduation rates than public schools with similar students, Coleman et al.(1982) recommended that schools standardize their curriculum with higher expectations for students. These researchers suggested that poor academic standards result in an essentially meaningless education and that students become aware of this and elect to leave school.

Others argue that student self-concept and attitude are affected by the schools themselves and that schools are the primary contributors to dropping out. From this perspective, intervention must involve schools building more accommodating climates (Brookover, 1982; Wehlage & Rutter, 1986; Wehlage et al., 1989;). To build positive school climates, Wehlage et al. (1989) recommend that teachers need to project warmth and care, that students must feel a sense of belonging in their schools, and that students' academic,

social and psychological needs must be addressed. Furthermore, schools need to involve parents in educational processes.

In another approach, Bachman, Green and Wirtanin (1972) have argued that dropout prevention should focus on developing job oriented skills for students turned off by school instead of focusing on school related skills. Preparing for the specific goal of meaningful employment can be a tremendous motivation for students who find academic subject areas difficult or meaningless.

Counting the dropouts. Three methods are widely used in counting dropouts and they often yield different rates (Radwanski, 1987; Rumberger, 1987). The first and most common method at the school level is counting the number of students entering grade 9 and those that graduate four years later. This method has the limitations of counting transfers and students who need more than five years to graduate as dropouts. Using a second method, researchers calculate the number of students who start school each year in grade 9, 10, 11 and 12 and the numbers that finish with the difference giving the number that dropped out. The limitation here is that many students drop out before grade 9 and students who have transferred to other schools are ignored. Thirdly, large scale surveys tend to use the information from Census surveys of those individuals that are older. This information ignores the schooling patterns

of the individuals. Individuals could be out of school for long periods of time which, in effect, means that they are dropouts who decided to return to school or decides to complete their education through adult education or correspondence programs.

Summary Of The Literature

The issue of dropping out of school represents a complex behaviour about which much more needs to be learned. Researchers have identified factors associated with dropout behaviours, but causal relationships have not been identified. Dropping out of school seems to be the net result of many behaviours that usually started well before the final decision to dropout. It seems possible to identify factors and behaviours associated with dropout behaviours very early in children's schooling. Early identification could permit early intervention and more accurate predictions regarding students dropping out of schools. However, it should be noted that using any one of the factors associated with dropping out to predict dropping out behaviour would be erroneous. A student who misses classes is not necessarily a potential dropout though the likelihood increases if he/she is a parent, has low grades, uses drugs, hates school, and is male.

Most studies have yielded factors associated with dropout behaviours. A method of response to school dropouts should include longitudinal and ethnographic studies at the

school level to find out exactly why students from a particular school drop out. Longitudinal and ethnographic research in a specific school would enable educators to appreciate the social, economic, cultural, and academic needs of that school. By doing this, programs can be developed to enhance graduation for an identified and specific group within specific schools or for the whole school. However, schools that show low dropout rates have the common characteristics of good school climate, relevant and interesting programs, and a motivated staff (Wehlage et al.,1989).

While low SES correlates highly and consistently in research with high dropout rates, the exact reasons need to be examined beyond just recognizing that poor students drop out more often. Of more interest will be the ways that schools and families can compensate for the difficulties of poverty and/or work with poorer students to increase graduation rates.

It is not surprising that dropouts tend to have a negative attitude to school, miss classes more often, have poor work habits, and do more poorly academically. These behaviours are interdependent. Having a negative attitude to school and teachers may indicate that schools are not meeting some student needs. These perceptions may translate into missed classes. Missing classes and finding the work too difficult will result in poor work habits and poor

academic achievement. The bottom line is that schools must reexamine their product (education) and the way it is delivered.

I agree with Wehlage's (1989) suggestions that the school climate must be conducive to making students feel welcomed at school; help them feel a part of the school; and have teachers who project warmth and caring to all students. If students do not feel wanted or welcomed in school, chances are that the will not attend. With a good school climate, the specific needs of students can then be addressed. Schools need to honestly assess their contribution to the dropout problem.

Wehlage's view that school outcomes are the product of school climate, school supports, family supports, community involvement, and student characteristics is adopted in this study. As such, schools would be wise to enlist the cooperation of families and students in their efforts to enhance graduation rates. Schools cannot educate effectively without knowing, appreciating and planning for the socio-economic and cultural backgrounds of their students. Schools would be able to reach and graduate more students by capitalizing on a cooperative effort of student, school and family.

The study proposed in this research is unique in that it will consider the perceptions of graduates and dropouts from the same population in the inner city of Winnipeg. The

population is characterized by low socio-economic status and high prevalence of minority groups of which Natives predominates. The graduates and dropouts selected for the study came from the same schools.

Hypotheses

Based on the review of the literature, the following hypothesis were made.

1. Graduating students will have fewer failing grades in the core courses of Language Arts and Mathematics during high school than students who dropped of school.

2. Graduating students will have been less likely to have repeated a grade compared to dropouts.

3. Graduating students will have been involved in more extracurricular activities such as sports, drama, dance, cultural activities, hobby clubs, school newspaper, yearbook, student council, and peer counselling in their last year of school than dropouts.

4. Graduating students will have perceived their parents as being more supportive of their education than dropouts. Supportive means provision of a place to study at home, help with homework, discussions about school and plans for after graduation, and verbal encouragement to complete high school.

5. Graduating students will have perceived their schools as more warm and accommodating than dropouts. Accommodating means providing appropriate curriculum and/or vocational

options, counselling, and resource help when needed.

6. Graduates will perceive their school life to be a positive experience as expressed by their satisfaction with their education and school experiences as compared to dropouts.

7. Graduates will describe their teachers as caring and warm as compared to dropouts. Caring and warm means teacher expressions of concern, friendliness and being helpful.

Chapter 3

Method

Population

Schools selected for this study range from an alternative high school (School AHS) to a vocational high school (School VHS) to a more regular stream high school (School RHS). These schools were selected by the researcher as they represent the range of school services available to students in the inner city of Winnipeg. All students graduating from the three selected schools were solicited for participation in the study. Seven graduates from AHS, 40 from RHS and 45 from VHS completed the survey for a total of 92 graduates comprised of 46 males and 46 females.

School AHS has over 90% Native students with the age of students reaching to twenty-one years. The students are from low socio-economic backgrounds with 68.4% living in single family homes with 75.7% of the students' parents unemployed (Winnipeg School Division No. 1 1988-1989 School Description Summary, 1989). This report showed that 20.2% of the students speak English as a second language. Income levels for this school's population were not obtained.

School VHS is made up of 60% native, some visible minorities and the rest white students. About 57.8% of the students are from single family homes with 65.1% of their parents unemployed (Winnipeg School Division No 1 1988-1989 School Description Summary, 1989). This school summary

reported 11.7% of the students spoke English as a second language.

The 1988-1989 Winnipeg No. 1 School Summary reported that 30.9% of the students in RHS come from single family homes with 25.4% of their parents unemployed; 29.1% of the students spoke a second language. The school has a diverse ethnic mix which include Native, Portuguese, Filipino, Vietnamese, Italian, Laotian, Chinese and Polish students.

Recruiting the Sample. To get the participants, principals in the three schools were contacted and the research explained. In AHS, key contacts made up of a student and three staff members were identified by the principal as individuals that would be cooperative. An opportunity was given to present the research proposal to a whole school assembly. Graduates were encouraged to participate and a plea was made for all students and staff to identify and encourage dropouts to participate in the survey. As an incentive, students who brought in a dropout to complete the survey or helped identify a dropout who agreed to do the survey on his/her own turf would get an opportunity to win the incentive of $300.00 as would all participants in the survey. Participant's permission slips were used as their entries for a draw made at the VHS school by one of the cooperating teachers. Students were encouraged to enhance their chances of winning by encouraging more than one dropout to participate with an additional entry to the

draw for each dropout they locate who participated in the study.

The student contact was also given the same incentive. All contacts were briefed on how best to get students to complete the survey and were given copies to distribute and/or do in class. The three teachers were the ones primarily in contact with the graduates.

The researcher identified two times per week for a period of three weeks that he would be in the school. At the VHS, the principal introduced and helped to promote the research and participation to the three teachers who dealt primarily with the graduates. These teachers were interested, helpful and supportive in providing feedback on the survey instrument which necessitated some changes before the survey was done in any of the schools. An opportunity was given to present the research to the graduating classes with students encouraged by their teachers to participate. All students who attended on the presentation days completed the survey. The three teachers also obtained the participation of absent students and students in work placement programs. All students, staff and community workers were asked to help locate dropouts.

One other teacher at the VHS also agreed to help promote the survey in her class which was made up primarily of developmentally delayed students.

At the RHS, the principal was also receptive and

supportive of the research and established a contact with a teacher who showed interest in the topic. This teacher was briefed on how to solicit participation and conduct the survey. The opportunity to present the research and/or conduct the survey was not made available.

Locating dropouts willing to participate proved a difficult task. It should be noted that dropouts from the same school were sought plus they had to have dropped out of school in the last three years. Efforts by students and staff from all three schools resulted in the participation of three dropouts. Community workers expressed a willingness to help, but were often unable to locate and/or convince dropouts to participate. Efforts to connect with dropouts on their turf at parks and known hangouts often resulted in verbal abuse or derision.

Most of the dropouts were recruited from programs that provided remedial academic programs, life skills, and career exposure. Namely, 10 dropouts were located from the Life Program, a program designed to provide dropouts with job preparation skills; 10 from the Edmonton Resource Centre, a program for mainly South Asian dropouts offering life skills and remedial skills in mathematics and English; 11 from Rossbrook House, a program designed to offer dropouts life skills and job preparation skills; and four from the Beat the Street, a program designed to improve literacy and numeracy for adults. With the exception of the Edmonton

Street Resource Centre where all the dropouts were of Vietnamese descent, participants from the other locations were mostly of Native descent. A total of 38 dropouts, 27 males and 11 females participated in the survey.

Design and procedure

Permission. Three Winnipeg Inner City schools were identified for this study to represent the range of services available for high school students; alternative high school, vocational high school and regular high school. Permission was obtained from Winnipeg School Division No.1 to conduct the study.

Letters were sent home with students who were identified as likely to graduate asking for parental permission to allow their children to participate in the study (see Appendix B). Students over the age of eighteen were given a separate letter which they signed themselves (see Appendix C). This was done by the last week of May. Dropouts under the age of eighteen were also asked to have their parents give permission using the same letter and form that the graduates used. Teachers were asked to remind the volunteering students to return forms.

Those students who returned their forms and were identified as likely to graduate were given the survey to complete in their classrooms as soon as permission was given by the principal. Teachers were asked to provide appropriate times to conduct the survey in their class. At VHS, all

surveys were done during class time with the researcher reading the survey for the class. For the classroom of developmentally delayed students at VHS, the reading and explanations were done by the classroom teacher. At AHS, most of the graduating students were in their work placements with the surveys done either at the job placement sites or at school with assistance to complete the survey given by their teachers. At RHS, the teacher felt it was best if he could present and supervise the survey as part of Language Arts program.

Instrument design and administration. The study used a single survey instrument that could be completed within an hour. The survey was developed by this researcher with items to address the specific points identified in the problem statement and for the purpose of responding to the hypotheses.

Format for this questionnaire was done with reference to Converse and Pressure's (1986) book on Survey Questions: Handcrafting the Standardized Questionnaire. Some items were taken from the Goldfarb Questionnaire to Graduates (Karp, 1988; permission obtained in writing Nov. 3, 1989) and the Student Assessment Survey (Burstein & Sirotik, 1984; permission obtained in personal communication Jan. 29, 1990). The instrument was piloted with two grade ten and two grade eleven students who needed less than one hour to complete the survey and whose feedback necessitated some

changes. Further changes were made to the survey after it was reviewed by cooperating teachers resulting in the present format.

The survey was administered using a standard protocol (see Appendix D). Teacher contacts and the student contact were briefed on the protocol and encouraged to follow it. The items in the survey reflect the purpose of the study and are specifically designed to respond to each of the hypotheses.

Variables.The following student characteristics were identified and used in the survey:

1. Personal data: age, gender, marital status, parental status, employment status, and work habits as a student.

2. School history and attitude to school: retention, attendance, work habits and homework;

3. Family backgrounds: members of the family, employment status, language(s) spoken at home, and education attainment, and socio-economic status.

4. Use of time out of school: involvement in sports, community clubs, drugs, delinquency and work.

Family supports were be determined by student perceptions of their parental or guardian support in: providing a space for doing homework, helping with homework, discussing school and plans for after graduation, encouraging student to complete high school, showing interest in school work and effort, setting limits,

providing incentives, and showing an interest in the students' school work.

School supports will be determined by student perceptions of the roles of teachers, curricula, support programs, peers and extra-curricular activities in facilitating their graduation. Furthermore, teachers' and peers' behaviours and attitudes towards students and their academic efforts will be looked upon as school supports.

Chapter 4

Results

Analyzing the data. In the analysis of the data, the following approaches were utilized:

1. The responses were analyzed for actual counts and percent values (see appendix A).

2. To respond to hypothesis one which suggested that graduating students fail less often than dropouts in Language Arts and Mathematics, the data on items 29 and 30 was collapsed to two choices: (a) assessing how many students failed at least once and (b) how many never failed.

Items 29 and 30 were analysed for significance using Chi Square analyses with alpha set at .03. The large number of Chi Square analyses, as well as t-tests, done in the data analyses increased the possibility of Type I errors. Since the research was exploratory in nature, it would not have been desirable to establish a criteria that was too conservative. Therefore, the critical value of alpha was set at .03 for all Chi Square analyses and t-tests.

3. For hypothesis three, the total number of extracurricular activities were totalled for both groups and the mean number of activities participated by graduates and dropouts was determined.

4. For hypothesis four to seven, a composite score was determined by adding the ratings of each item for the block of items that assessed each of the hypothesis. Each choice

in effect was regarded as a rank ordering with the composite
score representing the total of all rank orderings.
Whitehead (1985) reviewed the limitations and assumptions of
the composite scoring system and found it acceptable in his
use for the development of an economics attitude scale.

5. Significant differences between graduates and
dropouts for each of hypotheses four to seven was determined
using t tests. Where significant differences were found for
the composite scores representing each hypothesis, the
individual items showing differences were analyzed using Chi
Square analyses and /or discussed.

All Likert scaled items that did not have a middle
choice were collapsed to two choices in an effort to better
understand respondents' perceptions and to eliminate small
cells for Chi Square testing.

Table 2 provides a summary of the data and statistical
comparisons for all the hypotheses.

Socio-Economic Status.

To compare the socio-economic status of the two groups,
six criteria were used: (a) family make-up (item 31),
(b) number of siblings in the family (item 32), (c)
employment status of mothers and fathers (items 35 and 36),
(d) estimated house price (item 37), (e) ownership of home
(item 38), and (f) parents' highest level of education
(items 41 and 42).

Table 2

Summary of data for the seven hypotheses

Hypothesis*	Item(s)	Results	Statistical Comparisons
1	29	Significant	p = .00
			Chi Square = 13, df = 1
	30	Significant	p = .01
			Chi Square = 7, df = 1
2	27	Not significant	p = .05
			Chi Square = 4, df = 1
3	94 to 107	Not significant	p = .32
			Chi Square = .3, df = 2
4	43 to 78	Significant	p = .01
			t = -2.25, df = 128
	43 to 60	Significant	p = .01
			t = -2.24, df = 128

Table 2 (continued)

	61 to 78	Not significant	$p = .06$
			$t = -1.63$, $df = 128$
5	108 to 115	Significant	$p = .00$
			$t = -3.06$, $df = 128$
6	117 to 128	Significant	$p = .00$
			$t = 6.41$, $df = 128$
7	79 to 85	Significant	$p = .00$
			$t = -4.08$, $df = 128$

* See pages 34 and 35

Estimation of house price was done by assigning a value to equal to the average price of houses sold in that area using the Winnipeg Real Estate sales record for January to April, 1990.

Family Make-up. In comparing family make-up, 57.6% of the graduates and 21.1% of the dropout reported living with their two parents. More dropouts, 26.3% lived with a guardian/foster parent compared to 3.3% of the graduates.

Siblings. Forty-two point four percent (42.4%) of the graduates reported having one or two siblings compared to 26.3% of the dropouts. More dropouts, 39.5%, reported having more than five siblings compared to 20.7% of the graduates.

Parental Employment Status. As can be seen from Table 3, 48.9% of the graduates and 23.7% of the dropouts reported that their mothers worked full time. For fathers, item 36, 58.7% of graduates compared to 18.4% of the dropouts reported that their fathers worked full time. More dropouts, 29%, reported that their mothers collected unemployment insurance or social welfare benefits compared to 7.6% of the graduates.

It should be noted that five dropouts reported that they did not know their mothers' employment status and four did not respond. For fathers, 11 dropouts did not know fathers' employment status with five not responding. For graduates, five did not know mothers' employment status with one not responding. All graduates responded for fathers' employment

Table 3

Employment Patterns of the Parents of Graduates and Dropouts

Employment Pattern	n	Mothers	Fathers
Did not work			
Graduates	91	20.7	9.8
Dropouts	34	15.8	10.3
Worked full time			
Graduates	91	48.9	58.7
Dropouts	91	23.9	18.4

status with 20 claiming not to know.

Minority status. Fifty percent of the graduates indicated that they understood at least one of fifteen second languages. Forty seven percent of the dropout could understand one of six second languages. More dropouts than graduates, 36.8% compared to 26%, indicated that they lived in homes where a language other than English was predominantly spoken.

House Price. The large number of respondents, 45.7% of the graduates and 79% of the dropouts, who did not respond to this item made evaluation of the data invalid.

House Ownership. More graduates, 54.4% compared to 13.2% for dropouts reported that they lived in a house that their parents owned. One graduate and two dropouts did not respond to this item.

Parents' Educational Levels. Thirty-seven of the graduates and 20 of the dropouts did not know their fathers' highest level of education. The responses were comparable except for University or College where 19.6% of the graduates and 7.9% of the dropouts reported that their fathers' attained University or College level education.

For mothers' educational level, 20.55% of the graduates compared to 2.6% of the dropouts reported that their mothers graduated from University or College. Twenty-five of the graduates and 17 of the dropouts did not know their mothers' educational level. In view of the large number of

respondents who did not know their parents' educational level, these results should be interpreted with caution.

In summary, for the socio-economic status of respondents families, the data suggests that graduates are more likely to live in a home owned by their parents, with two parents and smaller number of siblings. Their parents are more likely to be employed and have University or College education.

Minority Languages: To determine language minority status, students were asked what language other than English they understood (item 3) and what was the language most commonly spoken at home (item 34). Fifteen languages other than English were identified by 46 graduates compared to other languages by 18 dropouts. Twenty one percent of the dropouts and 10% of the graduates report understood Saulteaux/Ojibway. The group of ten dropouts from the Edmonton Street Resource Centre reported speaking Vietnamese (2), Cantonese (3), and Vietnamese (5).

Twenty graduates reported that a language other than English was most commonly spoken at home compared to 14 of the dropouts. Seven graduates reported Saulteaux/Ojibway as the preferred language at home compared to three dropouts. Six graduates reported Polish with one dropout doing so. A total of eleven languages were identified by 24 graduates as being the preferred language at home compared to the six languages by dropouts.

Personal Characteristics

Marital Status. Most respondents reported to be single. There were three graduates (3.5%) and three dropouts (7.9%) who were single mothers with a further four graduates (4.4%) and one dropout (2.6%) reported that they will be a single parent this year.

Employment. More graduates, 46.7%, compared to 21.1% of the dropouts reported that they worked part time during the last year of school. Three point three percent of the graduates worked full time compared to 21.1% of the dropouts. These responses were significantly different (Chi Square = 17.17, df = 3, p = .00).

School Attendance. More graduates, 42.4%, compared to 13.2% of the dropouts reported that they missed less than 10 days in their last school year. The trend for missing twenty to forty days does not follow a consistent pattern for the two groups. However, for missing more than forty days, 42.1% of the dropouts reported doing so in their last year of school compared to 5.4% of the graduates. The difference in responses for item 25 which gathered data on school attendance was significant (Chi Square = 34.04, df = 4, p = .00). Graduates reported illness, 34.8%, as their main reason compared to 7.9% of dropouts. Dropouts reported skipping, 47.4%, compared to 33.8% for graduates as their major reason.

Hypothesis one. Graduating students will report fewer

failing grades in the cores subject of Language Arts and
Mathematics.

The data for question 29 of the survey address the
number of failures in Language Arts during high school. More
graduates, 68.5%, reported that they never failed Language
Arts compared to 31.5% of the dropouts. No graduate reported
failing Language Arts more than three times with 10.5% of
the dropouts having done so. Sixty percent of the graduates
reported that they never failed Mathematics compared to 36%
of the dropouts. No graduate reported having failed
Mathematics more than four times with 7.9% of the dropouts
having done so.

Table 4 summarizes the data for dropouts and graduates
comparing those who have never failed Language Arts and
Mathematics and those who failed more than once. Chi Square
statistical analysis for the collapsed data of Language Arts
indicated significant differences (Chi Square = 13.0, $\underline{df}$ =
1, $\underline{p}$ =.00). Chi Square analysis for the collapsed data for
failure in Mathematics also indicated a significance
difference (Chi Square = 7.72, $\underline{df}$ = 1, $\underline{p}$ =.01).

It should be noted that for increasing failures there
are relatively more dropouts than graduates with one
exception. The exception was for those students who failed
Mathematics once for which 23.9% of the graduates reported
having failed once in Mathematics compared to 18.4% of the
dropouts.

Table 4

Percent of Graduates and Dropouts Who Never Failed in LA and Math

Subject	Group	n	No Failures
LA	Graduates	92	68.5%
	Dropouts	38	34.2%
Math	Graduates	92	63%
	Dropouts	38	36.8%

The hypothesis that graduates will report fewer failing grades compared to dropouts is supported.

Hypothesis two. Graduating students will have been less likely to have repeated a grade compared to dropouts.

For item 27, 55.4% of the graduates reported that they never failed a grade compared to 36.8% of the dropouts. There was an equal percentage, 29%, of graduates and dropouts that repeated a grade once. For more than one grade repeat, there were relatively more dropouts compared to graduates. The collapsed data for graduates and dropouts who never repeated a grade and those who repeated at least once showed no significant difference (Chi Square = 3.95, df = 1, p =.05).

The data does not support the hypothesis that graduates are less likely to have repeated a grade.

Hypothesis three. Graduating students will have been involved in more extracurricular activities.

The mean number of extracurricular activities, items 94 to 107, that graduates participated in was 2.55 (SD = 2.31) compared to 2.34 (SD = 2.00) for the dropouts. The small difference in mean, 0.21, should be interpreted with caution in view of the large standard deviations. The number of activities participated ranged from 0.24 to 4.86 for graduates and for dropouts 0.34 to 4.34 activities, making it difficult to differentiate between the two groups.

Sports was the extracurricular activity participated

most often in with 45.7% of the graduates and 60.5% of dropouts involved. Graduates and dropouts participated in all of the identified extracurricular activities with 69.6% of the graduates involved in at least one extracurricular activity compared to 79% of the dropouts. Chi Square statistical analysis showed the difference in the number of students from each group participating in extracurricular activities to be not significant (Chi Square = 0.324, $\underline{df}$ = 2, $\underline{p}$ = .32). Therefore hypothesis three was not supported.

Twenty five percent of the graduates identified other extracurricular activities other than those identified in the survey instrument compared to 5.3% of the dropouts. Table 5 identifies these other extracurricular activities. Item 107 gave some support to hypothesis three and suggests that the constructs used for this hypothesis needs to be expanded to include the specific activities identified by participants.

Hypothesis four. Graduating students will have perceived parents as being more supportive of their education than dropouts.

A composite score made up of the total ratings for each item that was used to determine the mean perception scores for mothers' support (items 43 to 60), fathers' support (items 61 to 78) and parental support (items 43 to 78) for graduates and dropouts. As can be seen in Table 6, both graduates and dropouts have higher perception mean values

Table 5.

Other Activities Identified by Graduates and Dropouts

Other Activities Identified by Graduates

Grad committee

Helping teachers

Reach for the top

Radio club

Canoe trips

Youth group

Fundraising

After school program

Work education

Mediation

Awards committee

School dances

Creative writing workshop

Other Activity identified by a Dropout

Music

Table 6

Mean Perception Scores For Mothers, Fathers, and Parents

			GROUP	
Status	n	Mothers	Fathers	Parents
Graduates	92			
Perception mean		46.1	38.6	84.7
Standard deviation		11.5	17.5	24.1
Dropouts	38			
Perception mean		40.8	33.2	74.1
Standard deviation		13.4	16.3	24.4

for both mothers' and fathers' support. Taken together, graduates have a mean perception score for parents of 84.7 (SD = 24.1) with dropouts having a score of 74.1 (SD = 24.4). The perception means for overall parental support was significantly different (t = -2.25, df = 128, p = 0.01).

Both graduates and dropouts have higher perception scores for mothers' support compared to fathers' support. The perception means of mothers' supports showed the means to be not significantly different (t = -2.24, df = 128, p = .01). For fathers' supports the perception means are equal (t = -1.63, df = 128, p = 0.06) suggesting that the difference in the means are not significant.

The mean value for parental support showed a difference that was significant and as such the data supports hypothesis four that graduates perceived parental supports more positively than dropouts. It was interesting to note that larger numbers of respondents (ranging from 12 to 14) did not complete items on the father's support compared to the 1 or 2 respondents who did not complete items for mother's support. Dropouts' surveys had more incomplete items compared with graduates' surveys.

Mothers' supports. Of the eighteen items assessing mothers' supports, the following four showed the biggest differences:

Mother's care. On item 43, 7.6% of the graduates and 26.3% of the dropouts disagreed with the statement that

their mothers cared for them.

Mother's assistance with homework. On item 44 which asked whether mother assisted with homework, 37% of the graduates and 16.2% of the dropouts felt that their mother assisted them.

Mother's hope for after school. When asked whether their mothers had high hopes for them after high school, item 48, 19.8% of the graduates and 40.5% of the dropouts did not feel their mothers had high hopes for them.

Mother's expectation of effort. For item 54, 17.8% of the graduates disagreed that their mothers expect them to try their best while 37.8% of the dropouts disagreed.

Fathers' support. The data for items 61 to 78 showed that on 6 of the 18 items, graduates and dropouts responded differently for their perceptions of fathers' support.

Fathers' encouragement. On item 63, 23.2% of the graduates and 51.4% of the dropouts responded that their fathers did not encouraged them to complete high school.

Fathers' praise. On item 64, 56.1% of the graduates and 32.4% of the dropouts reported that their fathers praise them for their efforts in school.

Hopes for after high school. For item 66, 75.9% of the graduates responded that their fathers had high hopes for them after high school compared to 34.3% of the dropouts.

College or University attendance. On item 67, 71.6% of the graduates and 45.7% of the dropouts reported that their

fathers would like them to go

to college or university.

Homework. For item 69, 38.6% of the graduates reported
that their fathers talked to them about their school work
compared to 17.1% of the dropouts.

Expectations for best effort. For item 72, 85.4% of the
graduates and 45.2% of the dropouts responded that their
fathers expected them to try their best.

It should be noted that graduates and dropouts
responded similarly on two items for both mother's and
father's supports. These items assessed respondents on their
perceptions of whether their mothers and fathers had high
hopes for them after high school, and expects them to try
their best in school. Furthermore, it was noted that higher
percentages of dropouts reported positively about their
mothers' support compared to fathers' support on fifteen
(15) out of the eighteen (18) items. The items for which
higher percentages of dropouts reported positively about
fathers' supports were on the items dealing with expecting
them to be home on time, contributing to activities in the
school and helping them with homework.

Graduates also reported in larger numbers for
comparative items of mothers' and fathers' supports except
for one item. For item 72, 85.4% of the graduates felt that
their fathers expected them to try their best in school
compared to 82.2% who said the same for their mother.

Hypothesis five. Graduating students will have perceived their schools as more warm and accommodating than dropouts.

The mean perception score on items 108 to 115 for graduates was 25.04 (SD = 3.21) and 23.00 (SD = 4.02) for dropouts. The difference in perception means was found to be unequal (t = -3.06, df = -3.06, p = 0.00).

Three out of eight items showed large differences in respondents' perceptions of schools being warm and accommodating (see items 108 to 115 in appendix A).

1. Courses taken. For item 108, 15.2% of the graduates compared to 35.1% of the dropouts disagreed that the courses they took were the ones they wanted to take.

2. Level of courses. For item 111, 7.6% of the graduates and 21% of the dropouts felt that the courses were taught at a level that they understood.

3. Course Choices. For item 112, 15.2% of the graduates and 31.6% of the dropouts responded that they wished there were other choices in courses offered. Dropouts were more satisfied course choices.

On all items, except one, a higher percentage of graduates expressed general agreement. The exception was item 109 for which 76.3% of the dropouts and 76.1% of the graduates felt that the courses were teaching them what they needed to know during high school.

Students were asked to identify supports that have

helped them through difficulties in high school (item 116).
Table 7 summarizes the responses for item 116. Graduates
identified ten other supports compared to four for dropouts.
Guidance counsellors was the most common identified support
for both groups with 11 of 31 graduates and 8 of 12 dropouts
who responded to item 116. Seven graduates identified
teachers with no dropouts doing so. Likewise, four graduates
felt that a job provided support for them. Five dropouts
expressed negative comments about schools and teachers not
doing enough to help them compared to one graduate.

The hypothesis that graduating students will have
perceived their schools as more warm and accommodating than
dropouts is supported.

Hypothesis six. Graduates will perceive their school
life to be a positive experience compared to dropouts.

The mean perception score for items 117 to 128 was
38.04 (SD = 5.4) for graduates and 30.53 (SD = 7.6) for
dropouts. The difference in perception means between the two
groups was found to be significant (t = 6.41, df = 128, p =
0.00). Higher percentages of graduates responded positively
on all twelve items of this section assessing perceptions of
school life.

There were ten collapsed items that showed significant
differences in the graduates' and dropouts' responses (See
appendix A, items 117 to 128). Graduates responded
positively on all ten items with the lowest positive number

Table 7

Other Supports Identified

Supports	Graduates	Dropouts
Guidance counsellors	11	8
Teachers	7	0
Job	4	0
Peer support	2	2
Nurse	1	0
Mom and Babe Group	2	0
Pow wow	1	0
Mediation sessions	1	0
Abuse survivor support	1	0
Art classes	1	0
Mother	0	1
Home tutoring	0	1
Negative comments	1	5

of responses being 78% for item 126 which assessed the schools' efforts to keep them in school to a high of 96.7% for the quality of teachers. Dropouts responded less positively on all ten items with the lowest percent of positive responses being 36% on item 126 which assessed respondents' perceptions of the efforts of the school to make them stay in school to a high positive response of 68.2% for item 118 which assessed perceptions on the type of subjects taught.

The two items that both graduates and dropouts responded similarly to were items 123 and 124. Item 123 assessed respondents' perceptions of the rules of the schools with 68.5% and 57.9% of graduates and dropouts respectively reporting that they were satisfied. For item 124, 73.9% of the graduates and 65.8% of the dropouts reported feeling satisfied about the methods of testing and giving grades.

The hypothesis that graduates will perceive school life to be a positive experience compared to dropouts is supported.

Hypothesis seven. Graduates will describe their teachers as caring and warm compared to dropouts.

For items 79 to 85 which assessed perceptions of teachers' care and warmth, graduate's mean perception score was 22.84 (SD = 3.8) with dropouts having a score of 19.34 (SD = 5.8). The difference in means was found to be unequal

($\underline{t}$ = -4.08, $\underline{df}$ = 128, $\underline{p}$ = 0.00).

All of the items show significant differences. Graduates are more positive about their teachers' attitudes towards them than are dropouts as evident in higher percentages of graduates reporting positive perceptions on all items.

The hypothesis that graduates will describe their teachers as caring and warm is supported.

Self-Perceptions. For items 6 to 17 which asked students to rate themselves on personal qualities the data was collapsed with choices 3 (quite a bit) and 4 (very much) being used as the positive indicator for respondents who felt they possessed the quality defined by the item. Four items were found to be significantly different for graduates and dropouts:

1. Smart. For item 8, 15.8% of the graduates and 42.1% of the dropouts felt that they were not smart. The difference was significant (Chi Square = 11.19, $\underline{df}$ = 1, $\underline{p}$ = .01).

2. Ambitious. For item 13 which asked students whether they were ambitious, 16.5% of the graduates compared to 50% of the dropouts reported that they were not ambitious. The difference in response was found to be significant (Chi Square = 15.51, $\underline{df}$ = 1, $\underline{p}$ = .00).

3. Helpful. On item 14, 10.9% of the graduates and 28.9% of the dropouts reported that they were not helpful. The

difference was found to be significant (Chi Square = 7.4, $\underline{df}$ = 1 and $\underline{p}$ = .01).

4. Responsible. More graduates, 5.5%, compared to 31.6% of the dropouts reported on item 16 that they were responsible or reliable. This difference in responses was found to be significant (Chi Square = 15.94, $\underline{df}$ = 1, $\underline{p}$ = .00).

Community Involvement.

For items 18 to 24, the data was collapsed with choices 3 (often involved) and 4 (very involved) used to indicate involvement. Graduates were found to report significantly different on four of these seven items:

1. Church. For being involved in church, 24.4% of the graduates and 2.6% of the dropouts reported involvement. This difference in responses was significantly different (Chi Square = 8.63, $\underline{df}$ = 1, $\underline{p}$ = .00).

Volunteer work. More graduates, 39.1%, compared to 10.5% of the dropouts reported involvement with volunteer work. The difference was significant (Chi Square = 10.33, $\underline{df}$ = 1, $\underline{p}$ = .00).

Drug/alcohol use. For drug/alcohol use, 25% of the graduates compared to 57.9% of the dropouts claimed involvement. The difference was significant (Chi Square = 12.86, $\underline{df}$ = 1, $\underline{p}$ = .00).

Crime. For crime, 3% of the graduates and 21.1% of the dropouts claimed involvement. The difference in response was

found to be significant (Chi Square = 10.84, $\underline{df}$ = 1, $\underline{p}$ = .00).

Chapter 5

Discussion

The discussion section of the thesis focuses on the significance and implications of the survey results. In addition, the data will be examined for support or lack of support for factors identified with dropout behaviours in the literature. Recommendations from the research are also presented in this chapter.

It must be cautioned that since the schools were not randomly selected and the respondents participated on a voluntary basis, the deductions and generalizations should be restricted to the population surveyed. It would be erroneous to even generalize the data to any one of the three schools since all data from the three schools were treated as one. The data can, however, be interpreted as indicating patterns that might be true of the larger bodies of graduates and dropouts of inner city Winnipeg.

The three schools have different foci and provide different services and supports. This study did not assess whether the students are benefitting from the services and supports that are unique to each school on an individual school basis. While, for example, graduates are very positive about teachers' supports, dropouts' negativity might only exist in one or two schools. At AHS, as another example, the students are older with a flexible and accommodating curriculum to meet individual students' needs

that range from university entrance courses to life skills preparations and their perceptions might be different in terms of availability of appropriate courses compared to student at RHS or VHS. Likewise, dropouts' concern of a lack of preparation for jobs might be different at VHS where students are being prepared for a vocation compared to AHS or RHS where vocational preparation is not a priority. As such, further investigation on a school by school basis to ascertain students' perceptions of those factors that contribute to dropouts behaviours or enhance graduation within each school is needed before implementing programs to increase graduation.

Graduates reported that their school experiences were very positive and that they were happy with the quality of their school life. Schools and teachers should take pride in this observation, but not to the extent of ignoring the fact that dropouts were generally unhappy with their school life and experiences.

The fact that only three dropouts were referred by the graduates for participation in the study suggests that the students who dropped out of school do not maintain contact with those that stay in school or vice versa. It is even possible that the two groups did not associate with each other in school in view of the data that graduates were more involved in church and volunteer work while dropouts were more interested in alcohol/drugs and crime. Perhaps the

schools consist of two distinct groups of students with different needs and motivations. Keeping both groups of students in school will require different strategies. Schools need to determine their graduation and dropout rates to determine whether their efforts are effective in graduating students. Efforts to increase graduation rates must retain those services and supports, as determined by feedback from students in surveys and interviews, that are currently effective with graduates with the implementation of other services and supports to keep at risk students in school.

Confounding variables.

Language difficulty. Some students might have found the language of the survey difficult and as such randomly responded, skipped items or refused to participate. To reduce this possibility, their classroom teacher and I read the items and explain any difficulties.

Interactions. The possibility of some students responding negatively or positively to parts of the survey due to some interactions with family, teachers or peers around the survey date also existed. This researcher tried to be sensitive to the mood of the classroom as well as talk to the students and teachers about any event that could be overly positive or negative.

Ecological. The population came from three schools and as such environmental and timing biases probably exists. To

compound, the survey was often done at students' job placements. Furthermore, at school RHS, this researcher did not have the opportunity to present or administer the survey.

Attendance. Most of the students in the graduating classes at the three schools were aware of the survey and with a lag time of two weeks, there were ample opportunities for students to participate. The schools were visited at least three times a week.

Socio-economic status. This study used a population characterized by low soci-economic status. The characteristics of the participants, their perceptions of family and school supports might be different from participants of other socio-economic levels.

Concerns about the population. Participation in the survey was on a volunteer basis. This approach can present sample bias in that all students did not participate.

Of particular concern is the participation of the dropouts who were difficult to connect with. The sample of dropouts might not truly reflect the dropout population since most of dropouts were benefitting from dropout programs suggesting that these dropouts still maintained some faith in the system. It is possible that the larger population of dropouts that did not respond might have different perceptions of themselves, their families' and schools' supports that could be more negative.

The motivation of the students who participated might have affected responses especially in light of the fact that the survey was done at the end of the year just before they graduate. It is quite possible that some students were overly negative due to dissatisfaction about grades or anxiety regarding their possible graduation. On the other hand, some students might have been overly positive, feeling that their positive responses would be noted by their teachers in their final assessment. An attempt was made to complete the survey as early as possible to avoid students associating it with their grades.

Conclusion and recommendations

Self perceptions. Graduates were more positive about themselves on four of twelve personal qualities associated with positive student behaviours: smart, ambitious, helpful, and responsible. Perceptions of being smart and ambitious can be more motivating for graduates to stay in school and do well compared to dropouts.

One difficulty with this block of items is that terms could have been interpreted differently by participants even though as the items were read through, examples and/or clarifications were given. What might be considered hardworking, well organized, smart, friendly, self confident, shy, helpful, ambitious, cooperative, responsible and competitive vary for different students and as such make interpretation of the responses difficult. This would be

as well as feel good about themselves.

Language Minorities. The data does not support
Steinberg, Blinde, and Chan's (1984) contention that
language minority students are more likely to drop out of
school. The data shows that graduates came from more diverse
minority language groups than the dropouts. However, the
data seems to support Cummins (1984) theoretical study that
suggested that students from low status minority language
groups perform poorly. Two main groups of language minority
students, Saulteaux/Ojibway for Native students and
Chinese/Vietnamese/Cantonese for Vietnamese represented the
majority of the dropouts. The Native students and Vietnamese
groups as populations in Winnipeg have been projected
negatively in the media and may be perceived as of lower
status by the majority group, a perception that this
researcher heard reported often in discussions with
community workers involved with these two groups.

The students, that are more likely to dropout of
school, seem to come from those minority groups that are
negatively perceived in the community. It was not determined
whether the dropouts were perceived negatively in schools
resulting in their decision to leave school. It was
interesting to note that the two groups are from visible
minority groups. It is recommended that:

4. Further research needs to investigate why membership
in low status visible minority groups has a relationship to

dropout behaviours in this study.

5. Schools need to play a leadership role in educating students and the public via the media and in schools to not stereotype and discriminate against minority groups. Eliminating the inferior feelings of low status minority language groups would go a long way to make them feel a part of society and their schools.

6. Further research is needed to determine the relationship between Language Arts failures and dropout behaviours of minority language groups. Perhaps English is the second language for those that experience failure in Language Arts. As such, teacher training in English as a second language might be a consideration for teachers of Language Arts in schools where English is the second language for some students. Schools might even consider setting up English as a second language classroom. Students are required to work with English as the language of instruction which set up a frustrating experience for students who have a difficult time with English.

School supports.

Academic Achievement and Attendance. The data supports the observations of other researchers (Barrington & Hendricks ,1989; Hess ,1986; Ekstrom, et al,1986; Wehlage & Rutter,1986) that dropouts show poorer academic achievement and attendance records than graduates. It should be noted that the survey was limited in that it restricted

respondents to reporting their number of failures in Language Arts and Mathematics only and did not attempt to get a broader perspective of all subjects. Further, no attempt was made to assess the reasons for dropouts having poorer grades and higher failure rates in the two core subjects. Likewise, the reasons why dropouts skip more often than graduates were not identified. As such,

7. Schools should consider using failures in Language Arts, Mathematics, and skipping as indicators for students that are at risk of dropping out of school. Furthermore, dropout interventions must then have strategies to address students' difficulties in Language Arts, Mathematics , and attending school.

The number of grade failures during school life was used as an item to get an idea of whether dropouts were students who were overage for grade by virtue of retention. The results shows that both graduates and dropouts repeated one grade with the same frequency. However, for two grade failures or more, there were 14.1% graduates compared to 34.2% dropouts which would lend support that students retained more than two times are more likely to dropout of school. The study did not assess the relationship between grade level failures and dropout behaviours. It is recommended that:

8. Further research is needed to determine the effect of early as opposed to later grades retention in this

population.

Extracurricular Involvement. Graduates and dropouts did not differ in the level of participation in extracurricular school activities. The data from this study does not support observations made by other researchers (Johnson, et al., 1986; Ekstrom et al., 1986; Wehlage, et al., 1989; Mcdill, Natriello & Pallas, 1985) who have suggested that dropouts engaged in less after school activities than graduates. Two possible explanations for the discrepancy are:

1. The survey used in this study identified and listed the extracurricular activities which might have restricted dropouts' responses. Graduates were able to identify more activities that were not on the list.

2. The schools in Winnipeg offer more extra curricular activities that are accessible for all students.

However, graduates were able to identify more activities than dropouts on the item asking participants to identify other activities. This observation may mean that the correct constructs were not used and provides further support for the need to conduct ethnographic research.

School experiences. Compared to graduates, dropouts are less likely to be satisfied with their education; the time they spent in school; and with educators' efforts to keep them in school. As such,

9. Schools need to develop processes within the schools

whereby students have a voice about concerns and issues that extend to curriculum choices, levels and delivery of instruction, and school climate. The difficulties and issues that students experience could then be heard and responded to.

10. Schools need to improve and/or implement school experiences that provide more positive experiences for students identified as being at risk. With today's diverse cultural and family stresses, range of academic needs in the classroom, and lack of opportunities in an impoverished community, consideration must be given not only to those students that fit in well to schools, but also to those that are experiencing difficulties in school.

11. Schools need to be more accommodating to at risk students' academic, social, and emotional needs and limitations by providing appropriate courses at a level that students can understand in a school environment that is warm, welcoming and accepting. This will entail cultural sensitivity, success experiences, vocational preparation, and supports for academic and social/emotional needs.

12. In view of the lower numbers of dropouts compared to graduates that are dissatisfied with their schools' efforts to prepare them for work, schools need to provide more meaningful preparations for students who want to work after high school.

13. Schools need to provide counselling, academic

resource help and those supports identified in the data in a preventative rather than in a reactive approach. The role of counselling students for their academic/social/emotional support should be the role of all teachers. Teachers in daily contact with students know their students best, are best able to connect positively and will most likely be in a position to observe 'red flags' and provide and/or refer students to the appropriate supports. Teachers in this high risk population should be given training in counselling.

Teachers need to reach out to all students especially those at risk of dropping out of school. Such an approach will increase students' perceptions of the school as a warm and caring place.

14. Anti-dropout strategies need to be developed on a school specific basis that will respond to students' needs and concerns to prevent drop out behaviours since the students' needs in different schools vary. At the VHS, for example, preparing students for employment through marketable training and job preparation skills might be more important as a function of being a vocational school than at RHS where academic preparation for collage and university might the priority as the major focus of a regular high school.

15. Schools need to develop processes that help identify and then offer supports for students experiencing difficulties in school. For example, absenteeism, poor

grades, failures in Language Arts and Mathematics are strong indicators that students are experiencing difficulties. Suspension for absenteeism and retention for poor grades may be adding fuel to the fire for students in need of help. These difficulties are often indications that the students are being frustrated by personal, school, and/or family experiences. The results may mean that Language Arts and Mathematic difficulties must be addressed as part of an effective dropout prevention plan. Dropouts are twice as likely as graduates to be experiencing difficulties in these two core subjects which can result in feelings of failure and frustration and lead to dropout behaviours.

Negative behaviours, instead of being viewed as undesirable, could be regarded as warning signs suggesting that there are difficulties for which they are seeking help. Academic difficulties must be addressed by teachers with social/ emotional difficulties addressed by guidance counsellors, community workers and/or social services agencies in the community. If schools take this approach, perhaps more at risk students who are experiencing difficulties will begin to view their schools, in particular their teachers, as warm and caring.

16. The School Divisions need to show leadership in dropout prevention. As a first step, divisions need to develop a definition of who is a dropout. Schools need to use this definition to monitor dropout rates and to

determine the extent of the problem. Schools should have a defined and active dropout program that works to provide students at risk of dropping out with the supports to stay in school. Such supports could include development of flexible programs to meet students' needs, resource assistance for academic difficulties, counselling, vocational preparation, and accessing community and business supports.

In addition to supporting schools' efforts to address the problem of dropouts, divisions need to develop strategies on a divisional basis that also address the dropout problem. It is recommended that:

17. Schools need to abolish the practice of grade failures. As a suggestion, ungraded schools where blocks of work must be completed before graduation might eliminate the stigma of failure. Failure might not be the real issue, rather it might be that failure with no real strategy to address students' difficulties compounds the problem. As such, schools that retain a failure approach must have a process that helps identify the failing students' difficulties and address them.

18. Schools need to acknowledge the uniqueness of their student population and plan to accommodate. For example, schools cannot ignore the role and significance of the low levels of socio-economic status represented by this population and results indicating that the least privileged

are the most likely to dropout. Schools need to identify

inadequacies of their students that are a function of

poverty and help to compensate. This might involve

involvement with community groups to provide meals,

clothing, and social supports.

Family Supports.

Socio-economic status. Graduates and dropouts do not

reflect the same socioeconomic status in this study. This

observation is consistent with other studies (Rumberger

1983; Mcdill et al, 1985). Even though the schools are

located in an area associated with high unemployment, single

families, and minority groups, graduates were more likely to

come from families that were more stable and economically

more sound than those of dropouts. The data suggests that

graduates were more likely to be from two parents families,

lived with a small number of siblings in a house owned by

parents who were also more likely to be employed and

University/College educated. With larger numbers of

siblings, dropouts benefit from less familial, emotional,

social, and financial supports than graduates who come from

smaller families with two parents that are more likely to be

working. As such,

19. The supports identified by the participants in the

survey represented positive efforts to meet some of the

social, emotional, and economic needs. These supports should

be maintained in view of the significant numbers of

graduates that access these supports.

20. The larger numbers of dropouts having fulltime jobs compared to graduates, and the larger numbers of graduates having part-time jobs compared to dropouts may indicate that some students have a financial need that might cause students to dropout of school in order to work. The part time jobs of graduates might satisfy the graduates' financial needs without compromising their education. The implications of less money in the homes might become evident as students' needs for food and clothing. As such, schools could collaborate with community agencies to provide meals and clothing in the schools.

The dropouts represent the lower spectrum of the population from a low socio-economic background. What is more disturbing is that the dropouts in the survey still had supports and some confidence in the system to attend dropout programs as opposed to those dropouts that no longer have confidence in the educational system to help them.

Graduates and dropouts differed significantly in their perceptions of mothers' support, suggesting that graduates and dropouts do not receive similar supports from their mothers. Graduates reported more positively on four of eighteen items used to assess mothers' support: caring, using verbal encouragement, and having high expectations for their children's efforts in and after high school. These supports were previously identified as enhancing positive

student behaviours by other researchers (Ekstrom, et al;
1988, Fehrman, Keith, and Reimers, 1987).

Mothers were perceived as being more supportive than
fathers by both dropouts and graduates, probably because of
the high percentage of these students who lived with mothers
alone. The larger number of participants who did not respond
may be an indication that they were having a difficult time
determining support from a father who's not part of the
family. The overall perception for fathers' support for both
graduates and dropouts was similar.

Graduates perceived their fathers as providing the same
supports as their mothers with the addition that graduates'
fathers provided support by talking to them about school
work. This was also a supported identification by other
researchers (Ekstrom, et al, 1988; Fehrman, Kieth, &
Seimars, 1987) as enhancing positive student behaviours.

Schools need to recognize that education is a
partnership between schools, parents, and students. To this
effect, schools need to employ more family/school liaison
mechanisms so that schools can access the family as a
valuable support and vice versa. It is recommended that:

21. Schools need to employ community liaison
representatives from the language minority groups that are
experiencing difficulties in the schools to develop and
maintain communications between parents who most likely have
more difficulties with English than their children attending

schools. Through these community workers, schools can inform parents about family practices that will enhance the chances of their children doing well in school.

22. Schools can assist families to locate suitable housing through housing registries and community contacts in view of the fact that the majority of dropouts rent their homes in an area characterized by poor housing.

23. Parents can also be accessed as volunteers and tutors in the schools, with schools providing parenting skills that can support students in school. Parental contacts will sensitize teachers with their students as well as be perceived as a caring message by the at risk students.

Support for Finn's Model. The results of the survey seems to show support for Finn's (1989) models of students' behaviours that enhance or reduce dropout behaviours. Dropouts expressed dissatisfaction with their courses, especially with regards to types, relevance, and difficulties. They reported not experiencing warmth and caring from teachers, and a general unhappiness about their school experiences. Dropouts' unhappiness about their school life represents deficient school practices according to Finn's frustration self-esteem model. Deficient school practices results in negative student behaviours such as skipping, reduced achievement, alcohol/drug use and crime which further aggravate their school problems.

It must be emphasized that this study does not provide

any direct evidence that positively supports the frustration self-esteem model. The issue of whether negative student behaviours and/or the stresses of poverty and fragmented homes contribute to students not being able to benefit from their school experiences or vice versa needs further clarification.

Graduates seem to follow the participation-identification model proposed by Finn (1989). Schools are perceived as providing relevant and quality education, delivered by caring teachers which encourages students to become further involved in their school life. Involvement was reflected by graduates' better attendance and achievement.

Recommendations for Further Research:

The survey explored some of the factors associated with dropping out behaviours and those that enhance graduation in three selected schools in inner city Winnipeg. The individual schools need to monitor their own school populations and identify the students who are dropping out and the reasons why . Only then can intervention programs be designed and implemented.

The survey asked a pre-determined set of questions and responses which might have been restrictive. It would be necessary for dropouts from these schools to be interviewed for a broader perspective. Ethnographic research might provide invaluable information for the individual schools to

make school based changes. As a suggestion, the research should not be conducted by teachers from the school as teachers are often perceived as part of the problem. Community workers, students, and independent researchers could be used to do such research.

The study focused on students graduating in 1990 and students who dropped out between 1988-1990. It would be interesting to monitor the dropout patterns (who, how many and why) for students at Middle Years Schools as well as Elementary Schools. Nitz's (1982) study in a Middle Years School suggested significant dropout behaviours for students leaving grade nine. Perhaps many students dropout before they even get to high school. As such, further research is needed.

Schools need to address the fact that some students are not benefiting from the present programs. Schools need to develop programs that can engage these at risk students. As a suggestion, schools should look at the dropout programs that are operating outside of the school system and employ some of the successful strategies. Families, the community, business, and industries could all be accessed in the effort to engage more students in schools.

This study focused on students and graduates from a low socio-economic background. The results might not be the same for students and graduates from other socio-economic backgrounds. As such, further research is recommended to

assess perceptions of students, their school, and family supports from other socio-economic groups.

Finally, in developing and/or adapting programs for at risk students, schools must recognise that graduates are happy with their school experiences and are very positive about school. Changes to the system should not endanger their successes, but rather create successes for more students.

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APPENDIX A

RESULTS OF THE SURVEY INSTRUMENT

Results

Survey Response Counts and Percentages

The number of responses for each choice of every item is presented for both graduates and dropouts. Beside each count and in parentheses are the percentage values for each   count.

PART A   QUESTIONS ABOUT YOU

1. The school I am attending is

Graduates	Dropout	
7(7.6%)		1. AHS
40(43.5%)		2. RHS
45(48.9%)		3. VHS
	38(100%)	4. I am not attending school this year

2. I am a

Graduates	Dropouts		
46(50%)	27(71%)	1.	Male
46(50%)	11(29%)	2.	Female

3. Besides English, what other language do you understand?

Language	Graduates	Dropouts
Only English	46 (50%)	18 (47.4%)
Saulteaux / Ojibway	10 (10%)	8 (21%)
Language	Graduates	Dropouts
Polish	8 (8%)	1 (2.6%)
French	8 (8%)	1 (2.6%)
Cree	3 (3%)	0
Chinese	2 (2%)	5 (13.2%)
Vietnamese	2 (2%)	2 (5.3%)
Ukrainian	2 (2%)	0
Laotian	2 (2%)	0
Italian	2 (2%)	0
Filipino	2 (2%)	0
Tagalog	1 (1%)	0
Hebrew	1 (1%)	0
Spanish	1 (1%)	0
Yugoslavian	1 (1%)	0
Hungarian	1 (1%)	0
Cantonese	0	3 (7.9%)

4. Would you best describe yourself as

Graduates	Dropouts	
71(77.2%)	30(79%)	1. Single
3(3.3%)	3(7.9%)	2. A single parent
4(4.4%)	1(2.6%)	3. Single and will be a parent this year
0	0	4. Part of a couple with children
13(14.1%)	4(10.5%)	5. Part of a couple without children

5. During the last year I

Graduates	Dropouts	
38 (41.3%)	21 (55.3%)	1. Did not work
8 (8.7%)	1 (2.6%)	2. Worked only during the holidays
43 (46%)	8 (21%)	3. Worked part time
3 (3.3%)	8 (8%)	4. Worked full time

How much do the following words describe how you think of
yourself as a student? Circle a number for each word.

	Not at all	Only a little bit	Quite a bit	Very much
6. Hardworking				
Graduates	3(3.3%)	17(18.5%)	47(51.1%)	24(26.1%)
Dropouts	1(2.6%)	12(31.6%)	22(57.9%)	3(7.9%)
7. Well Organized				
Graduates	1(1.1%)	25(27.2%)	52(56.5%)	13(14.1%)
Dropouts	1(2.6%)	12(31.6%)	20(52.6%)	5(13.2%)
8. Smart				
Graduates	1(1.1%)	12(13%)	64(69.6%)	11(12%)
Dropouts	3(7.9%)	13(34.2%)	19(50%)	3(7.9%)
9. Friendly				
Graduates	0	7(7.6%)	27(29.4%)	57(63%)
Dropouts	0	1(2.6%)	14(36.8%)	

23(60.5%)

	Not at all	Only a little bit	Quite a bit	Very much
10. Self-confident				
Graduates	1(2.2%)	22(23.9%)	45(48.9%)	23(25%)
Dropouts	3(7.9%)	13(34.2%)	18(47.4%)	4(10.5%)
11. Punctual				
Graduates	6(6.52%)	20(21.7%)	1(44.6%)	24(26.1%)
Dropouts	1(2.6%)	12(31.6%)	16(42.1%)	9(23.7%)

	Not at all	Only a little bit	Quite a bit	Very much
12. Shy				
Graduates	19(20.7%)	38(41.3%)	25(27.2%)	9(9.8%)
Dropouts	4(10.5%)	25(65.8%)	4(10.5%)	5(13.6%)
13. Ambitious				
Graduates	2(2.2%)	13(14.1%)	45(48.2%)	31(33.1%)
Dropouts	2(5.3%)	17(44.7%)	11(29%)	8(21.1%)
14. Helpful				
Graduates	0	9(9.8%)	40(43.5%)	42(46.7%)
Dropouts	1(2.6%)	10(26.3%)	19(50%)	8(21)
15. Cooperative				
Graduates	0	12(13%)	35(38%)	43(46.7%)
Dropouts	0	8(21.1%)	16(42.1%)	14(36.8%)
16. Responsible				
Graduates	1(1.1%)	4(4.4%)	33(35.9%)	53(57.6%)
Dropouts	0	12(31.6%)	16(42.1%)	10(26.3%)
17. Competitive				
Graduates	9(9.8%)	18(19.6%)	38(41.3%)	26(28.3%)
Dropouts	5(13.2%)	15(39.5%)	12(31.6%)	6(15.8%)

How would you describe your involvement in the following?
Circle a number for each word.

	Not involved	Rarely involved	Often involved	Very involved
18. Church				
Graduates	44(47.8%)	24(26%)	14(15.2%)	8(8.8%)
Dropouts	29(76.3%)	8(21%)	0	0
19. Community Club(s)				
Graduates	52(56.5%)	20(21.7%)	17(18.5%)	2(2.2%)
Dropouts	15(39.5%)	9(23.7%)	10(26.3%)	4(10.5%)
20. Cultural activities and ceremonies				
Graduates	49(53.3%)	26(30.3%)	11 (12%)	4 (4.4%)
Dropouts	21(55.3%)	5(13.2%)	6(15.8%)	6(15.8%)
21. Library				
Graduates	38(41.3%)	32(34.8%)	16(17.4%)	4(4.4%)
Dropouts	24(63.2%)	6(15.8%)	7(18.4%)	1(2.6%)
22. Volunteer Work				
Graduates	31(33.7%)	25(27.2%)	26(28.3%)	10(10.9%)
Dropouts	22(57.9%)	12(31.6%)	4(10.5%)	0
23. Drug/alcohol Use				
Graduates	44(47.8%)	25(27.2%)	18(19.6%)	5(5.4%)
Dropouts	7(18.4%)	9(23.7%)	11(29%)	11(29%)
24. Crime				
Graduates	82(89.1%)	6(6.5%)	3(3.3%)	0
Dropouts	22(57.9%)	8(21.1%)	5(13.2%)	3(7.9%)

25. During the last year of school attended, I missed

Graduates	Dropouts		
39(42.4%)	5(13.2%)	1.	Less than 10 days of school
25(27.2%)	4(10.5%)	2.	Between 10 and 20 days of school
11(12%)	8(21%)	3.	Between 20 and 30 days of school
12(13%)	5(13.2%)	4.	Between 30 and 40 days of school
5(5.4%)	16(42.1%)	5.	More than 40 days of school

26. Most of my absences were due to

Graduates	Dropouts		
32(34.8%)	3(7.9%)	1.	Illness(es)
21(22.8%)	18(47.4%)	2.	Skipping
8(8.7%)	3(7.9%)	3.	Work
6(6.5%)	3(7.9%)	4.	Having to stay home and look after my family
22(23.9%)	11(29%)	5.	Having a personal problem

27. From kindergarten to grade 12, how many grades did you repeat?

Graduates	Dropouts		
51(55.4%)	14(36.8%)	1.	Never
27(29.4%)	11(29%)	2.	Once
5(5.4%)	6(15.8%)	3.	Twice
6(6.5%)	6(15.8%)	4.	More than two times
2(2.2%)	1(2.6%)	5.	Only a part of the year

28. In high school, my grades were mostly

Graduates	Dropouts		
15(16.3%)	2(5.3%)	1.	A's
44(47.8%)	14(36.8%)	2.	B's
29(31.5%)	16(42.1%)	3.	C's
4(4.4%)	3(7.9%)	4.	D's
0	3(7.9%)	5.	F'

29. During high school, how many times did you fail Language Arts?

Graduates	Dropouts		
63(68.5%)	13(34.2%)	1.	None
17(18.5%)	11(29%)	2.	One
12(13%)	10(26.3%)	3.	Two or three
0	1(2.6)	4.	Four or five
0	3(7.9%)	5.	More than five

30. During high school, how many times did you fail Math?

Graduates	Dropouts		
58(63%)	14(36.8%)	1.	None
22(23.9%)	7(76.1%)	2.	One
10(10.9%)	8(21%)	3.	Two or three times
2(2.2%)	6(15.8%)	4.	Four or five times
0	3(7.9%)	5.	More than five times

PART B   QUESTIONS ABOUT YOUR FAMILY

31. During high school, I lived mostly with

Graduates	Dropouts		
53(57.6%)	8(21%)	1.	My two parents (includes stepparents)
24(26%)	14(36.8%)	2.	My mother
7(7.6%)	2(5.3%)	3.	My father
3(3.3%)	10(26.3%)	4.	Guardian/foster parents
5(5.4%)	4(10.5%)	5.	On my own

32. Altogether, how many brothers, stepbrothers, sisters and stepsisters do you have?

Graduates	Dropouts		
6(65.5%)	3(7.9%)	1.	None
39(42.4%)	10(26.3%)	2.	One or two
20(21.7%)	6(15.8%)	3.	Three or four
8(8.7%)	4(10.5%)	4.	Five
19(20.7%)	15(39.5%)	5.	More than Five

33. Among your brothers and sisters, are you

Graduates	Dropouts		
29(31.5%)	10(26.3%)	1.	The oldest
29(31.5%)	10(26.3%)	2.	The youngest
15(16.3%)	4(10.5%)	3.	Near the oldest
15(16.3%)	13(34.2%)	4.	Near the youngest
4(4.4%)	0	5.	I am an only child

34. The language most commonly spoken at home is

Language	Graduates	Dropouts
Only English	67 (72.8%)	23 (60.5%)
Saulteaux / Ojibwa	7 (7.6%)	3 (7.9%)
Polish	6 (6.5%)	1 (2.6%)
Italian	2 (2.2%)	0
Laotian	2 (2.2%)	0
Ukrainian	1 (1%)	0
Hungarian	1 (1%)	0
Spanish	1 (1%)	0
Language	Graduate	Dropouts
Yugoslavian	1 (1%)	0
Filipino	1 (1%)	0
Chinese	1 (1%)	5 (13.2%)
Cree	1 (1%)	0
Hebrew	0	1 (2.6%)
Vietnamese	0	1 (2.6%)
Cantonese	0	3 (7.9%)

35. Which of the following describes your mother's

employment status over the last year?

Graduates	Dropouts		
19(20.65%)	6(15.8%)	1.	Did not work
45(48.9%)	9(23.9%)	2.	Worked full time
15(16.3%)	3(7.9%)	3.	Worked part time
7(7.6%)	11(29%)	4.	Collected Social Assistance or unemployment insurance
5(5.43%)	5(13.2%)	5.	Do not know

36. Which of the following describes your father's

employment status over the last year?

Graduates	Dropouts		
9(9.8%)	4(10.3%)	1.	Did not work
54(58.7%)	7(18.4%)	2.	Worked full time
1(1.1%)	6(15.8%)	3.	Worked part time
8(8.8%)	5(13.2%)	4.	Collected Social Assistance or unemployment insurance
20(21.7%)	11(29%)	5.	Do not know

37. The street that I live on is ----------------------------

House value	Graduates	Dropouts
No response	42 (45.65%)	30 (79%)
Less than $40,000	7 (7.6%)	3 (7.9%)
$40,000 to $60,000	23 (25%)	3 (7.9%)
$60,000 to $80,000	10 (10.9%)	0
$80,000 to $100,000	8 (8.7%)	0
$More than $100,000	2 (2.2%)	2 (5.3%)

38. I live in a house or apartment that is

Graduates	Dropouts	
41(44.6%)	31(81.6%)	1. rented
50(54.4%)	5(13.2%)	2. owned by my parents.

39. How would you describe the allowance you receive from
    your parent(s)?

Graduates	Dropouts	
41(44.6%)	19(50%)	1. I do not get an allowance from my parent(s)
14(15.2%)	5(13.2%)	2. More than enough
15(16.3%)	6(15.8%)	3. Just enough for my needs
7(7.6%)	3(7.9%)	4. A bit more would be nice
15(16.3)	5(13.2%)	5. I make do with what I get

40. For studying, at home, I use

Graduates	Dropouts		
14(15.22%)	6(15.9%)	1.	The kitchen table
34(37 %)	11(29%)	2.	The desk in the study or my room
27(29.4%)	7(18.4%)	3.	Any place where I can write
16(17.4%)	13(34.2%)	4.	I do not study at home
1(1.1%)	1(2.6%)	5.	There's no place to study at home

41. What is your father's highest level of education?

Graduates	Dropouts		
37(40.3%)	20(52.6%)	1.	Don't know
0	0	2.	Less than grade 9
27(29.4%)	11(29%)	3.	Less than grade 12
10(10.9%)	3(7.9%)	4.	Grade 12
18(19.6%)	3(7.9%)	5.	University or college

42. What is your mother's highest level of education?

Graduates	Dropouts		
25(27.2%)	17(44.7%)	1.	Don't know
0	0	2.	Less than grade 9
31(33.7%)	15(39.5%)	3.	Less than grade 12
17(18.5%)	4(10.4%)	4.	Grade 12
19(20.7%)	1(2.6%)	5.	University or college

How much do the following statements describe your <u>mother</u>?

	Not at all	Only a little bit	Quite a bit	Very much
43. Care about me				
Graduates	3(3.3%)	4(4.4%)	15(16.3%)	70(76.1%)
Dropouts	4(10.5%)	6(15.8%)	7(18.4%)	21(55.3%)
44. Assist(s) me with my school work				
Graduates	35(38.1%)	23(25%)	23(25%)	11(12%)
Dropouts	18(47.4%)	13(34.2%)	2(5.3%)	4(10.5%)
45. Encourage(s) me to complete school				
Graduates	7(7.6%)	8(8.7%)	11(12%)	66(71.8%)
Dropouts	5(13.2%)	4(10.5%)	10(26.3%)	18(47.4%)
46. Praise(s) me for my efforts in school				
Graduates	13(14.2%)	15(16.3%)	28(30.4%)	35(38%)
Dropouts	8(21.1%)	4(10.5%)	16(42.5)	9(23.7%)
47. Give(s) me rewards for my efforts in school				
Graduates	34(37%)	26(28.3%)	13(14.1%)	18(19.6%)
Dropouts	19(50%)	8(21.1%)	7(18.4%)	3(7.9%)
48. Has high hopes for me after high school				
Graduates	6(6.5%)	12(13.2%)	24(26.1%)	49(53.3%)
Dropouts	11(29%)	4(10.5%)	12(31.6%)	10(26.3%)

		Not at all	Only a little bit	Quite a bit	Very much
49.	Would like me to go to college or university				
	Graduates	8(8.7%)	15(16.3%)	20(21.4%)	48(52.2%)
	Dropouts	11(29 %)	4(10.5%)	6(15.8%)	16(42.1%)
50.	Make(s) sure there is quietness when I study				
	Graduates	41(44.6%)	15(16.3%)	23(25%)	12(13%)
	Dropouts	17(44.7%)	8(21.1%)	8(21.1%)	4(10.5%)
51.	Talk(s) with me about my school work				
	Graduates	21(22.9%)	35(38%)	25(27.2%)	10(10.8%)
	Dropouts	13(34.2%)	15(39.5%)	7(18.4%)	2(5.3%)
52.	Insist on a study time				
	Graduates	44(47.8%)	20(21.7%)	17(18.5%)	10(10.9%)
	Dropouts	21(55.3%)	6(15.8%)	5(13.2%)	5(13.2%)
53.	Expects me to be home at reasonable hours				
	Graduates	17(18.5%)	25(27.2%)	25(27.2%)	24(26.1%)
	Dropouts	10(26.3%)	10(26.3%)	6(15.8%)	11(29%)
54.	Expect(s) me to try my best in school				
	Graduates	6(6.5%)	10(10.9%)	22(23.9%)	52(56.5%)
	Dropouts	7(18.4%)	7(18.4%)	11(29%)	12(31.6%)

THESIS IS MISSING PAGES 111, 112 AND 113

	Not at all	Only a little bit	Quite a bit	Very much
73. Think(s) school is a waste of time				
Graduates	71(77.2%)	6(6.5%)	3(3.3%)	3(3.3%)
Dropouts	28 (73.7%)	4(10.5%)	2(5.3%)	1(2.6%)
74. Want(s) me to finish school soon and get a job				
Graduates	37(40.2%)	8(8.7%)	15(16.3%)	23(25%)
Dropouts	15(39.5%)	3(7.9%)	6(15.8%)	11(28.9%)
75. Visits my teachers on parent/teacher days				
Graduates	53(57.6%)	11(12 %)	10(10.9%)	9(9.8%)
Dropouts	27(71%)	2(5.3%)	3(7.9%)	3(7.9%)
76. Phones the school if they have concerns				
Graduates	59(64.1%)	14(15.2%)	4(4.4%)	6(6.5%)
Dropouts	24(63.2%)	6(15.8%)	2(5.3%)	3(7.9%)
77. Support(s) school activities				
Graduates	61(66.3%)	10(10.9%)	9(9.8%)	3(3.3%)
Dropouts	27(71.1%)	4(10.5%)	2(5.3%)	2(5.3%)
78. Contribute to activities in the school				
Graduates	64(69.6%)	10(10.9%)	5(5.4%)	4(4.4%)
Dropouts	28(73.7%)	3(7.9%)	3(7.9%)	1(2.6%)

How much do the following words describe <u>most of the</u>
<u>teachers</u> in this school?

	Not at all	Only a little bit	Quite a bit	Very much
79. Friendly				
Graduates	0	9(9.8%)	50(54.3%)	33(35.9%)
Dropouts	2(5.3%)	14(36.8%)	12(31.6%)	10(26.3%)
80. Helpful				
Graduates	0	8(8.7%)	45(48.9%)	39(42.4%)
Dropouts	2(5.3%)	13(34.2%)	12(31.6%)	11(28.9%)
81. Have high hopes for us				
Graduates	3(3.3%)	7(7.6%)	41(44.6%)	41(44.6)
Dropouts	5(13.2%)	9(23.7%)	13(34.2%)	11(28.9%)
82. Talk with us				
Graduates	0	10(10.9%)	42(45.6%)	40(43.5%)
Dropouts	6(15.8%)	8(21%)	10(26.3%)	14(36.8%)
83. Let us talk with them				
Graduates	1(1.1%)	9(9.8%)	46(50%)	36(39.2%)
Dropouts	4(10.5%)	8(21%)	12(31.6%)	14(36.8%)
84. Care about us				
Graduates	3(3.3%)	14(15.2%)	48(52.2%)	27(29.3%)
Dropouts	8(21%)	14(36.8%)	10(26.3%)	6(15.8%)
85. Do a good job				
Graduates	1(1.1%)	12(13%)	37 (40.2%)	41(44.6%)
Dropouts	5(13.2%)	11(28.9%)	10(26.3%)	12(31.6%)

How much do the following words describe how you feel about most of the students at this school?

	Not at all	Only a little bit	Quite a bit	Very much
86. Friendly				
Graduates	3(3.3%)	16(17.4%)	57(62%)	16(17.4%)
Dropouts	6(15.8%)	12(31.6%)	13(34.2%)	7(18.4%)
87. Helpful				
Graduates	9(9.8%)	29(29.5%)	43(46.7%)	11(12%)
Dropouts	10(26.3%)	14(36.8%)	11(29%)	3(7.9%)
88. Have high hopes				
Graduates	10(10.9%)	30(32.6%)	40(43.5%)	11(12%)
Dropouts	11(28.9%)	14(36.8%)	8(21.1%)	5(13.2%)
89. Talk with each other				
Graduates	2(2.2%)	14(15.2%)	50(54.4%)	26(28.3%)
Dropouts	2(5.3%)	8(21.1%)	18(47.4%)	10(26.3%)
90. Care about each other				
Graduates	9(9.8%)	25(27.2%)	44(47.8%)	14(15.2%
Dropouts	7(18.4%)	16(42.1%)	10(26.3%)	5(13.2%)
91. Competitive				
Graduates	4(4.4%)	19(20.7%)	42(45.7%)	25(27.2%)
Dropouts	4(10.5%)	8(21.1%)	13(34.2%)	13(34.2%)

	Not at all	Only a little bit	Quite a bit	Very much
92. Smart				
Graduates	4(4.4%)	27(29.4%)	47(51.1%)	14(15.2%)
Dropouts	2(5.3%)	12(31.6%)	19(50%)	5(13.2%)
93. Try their best				
Graduates	3(3.3%)	19(20.7%)	44(47.8%)	26(28.3%)
Dropouts	2(5.3%)	9(23.7%)	16(42.1%)	11(29%)

Indicate by circling 1 or 2 whether you participated in the following activities during your high school years?

	NO	YES
94. Sports teams		
Graduates	50 (54.4%)	42 (45.7%)
Dropouts	15 (39.5%)	23 (60.5%)
95. Cheerleading		
Graduates	87 (94.6%)	5 (5.4%)
Dropouts	37 (97.4%)	1 (2.6%)
96. Debating		
Graduates	77 (83.7%)	1 (16.3%)
Dropouts	35 (92.1%)	3 (7.9%)
97. Peer tutor		
Graduates	83 (90.2%)	9 (9.8%)
Dropouts	32 (84.2%)	6 (15.8%)

	No	Yes
98. Student Council		
Graduates	67 (72.8%)	25 (27.2%)
Dropouts	34 (89.5%)	4 (10.5%)
99. School newspaper		
Graduates	83 (90.2%)	9 (9.8%)
Dropouts	35 (92.1%)	3 (7.9%)
100. Band (music)		
Graduates	83 (90.2%)	9 (9.8%)
Dropouts	31 (81.6%)	7 (18.4%)
101. T.V. productions		
Graduates	83 (90.2%)	9 (9.8%)
Dropouts	33 (86.8%)	5 (13.2%)
102. Drama		
Graduates	68 (73.9%)	24 (26.1%)
Dropouts	32 (84.2%)	6 (15.8%)
103. Honour Assembly		
Graduates	80 (87%)	12 (13%)
Dropouts	31 (81.6%)	7 (18.4%)
104. Hobby clubs		
Graduates	68 (73.9%)	24 (26.1%)
Dropouts	30 (79%)	8 (21.1%)

	No	Yes
105. Year book		
Graduates	74 (80.3%)	18 (19.6%)
Dropouts	26 (68.4%)	12 (31.6%)
106. Peer counselling		
Graduates	81 (88%)	11 (12%)
Dropouts	36 (94.7%)	2 (5.3%)
107. Other(s)		
Graduates	69 (75%)	23 (25%)
Dropouts	36 (94.7%)	2 (5.3%)

Read each of the following sentences carefully and choose a number that best tells how much you agree or disagree with what it says.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
108. The courses I am are the ones I want to take.				
Graduates	5(5.4%)	9(9.8%)	36(39.1%)	42(45.7%)
Dropouts	4(10.5%)	9(23.7%)	11(29%)	13(34.2%)
109. The courses are teaching me what I need to know now.				
Graduates	4(4.4%)	18(19.6%)	41(44.6%)	29(31.5%)
Dropouts	1(2.6%)	3(7.9%)	20(52.6%)	9(23.7%)

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree

110. There are things I
     want to learn about
     that this school
     does not teach.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
Graduates	12(13%)	25(27.2%)	25(27.2%)	29(31.5%)
Dropouts	5(13.2%)	12(31.6%)	11(29%)	10(26.3%)

111. The courses are
     taught at a level
     that I understand.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
Graduates	1(1.1%)	6(6.5%)	35(38%)	50(54.4%)
Dropouts	2(5.3%)	6(15.8%)	20(52.6%)	10(26.3%)

112. I wish there were
     other choices in
     courses offered.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
Graduates	6(6.8%)	8(8.7%)	36(39.1%)	42(45.7%)
Dropouts	4(10.5%)	8(21.1%)	8(21.1%)	18(47.4%)

113. The courses I take
     are preparing me
     well for further
     education or work.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
Graduates	3(3.3%)	11(12%)	36(39.1%)	42(45.7%)
Dropouts	3(7.9%)	7(18.4%)	16(42.1%)	12(31.6%)

114. Guidance counselling
     is readily available.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
Graduates	6(6.5%)	13(14.1%)	35(38%)	38(41.3%)
Dropouts	4(10.5%)	8(21.1%)	14(36.8%)	12(38.6%)

115. Resource help is
     readily available.

	Strongly Disagree	Mildly disagree	Mildly Agree	Strongly Agree
Graduates	6(4.6%)	17(18.5%)	49(53.3%)	20(21.7%)
Dropouts	6(15.8%)	7(18.4%)	17(44.74%)	8(21.1%)

116. Comment on any support(s) in your school that have helped you through any difficulties you might have had during high school.

Supports	Graduates	Dropouts
Teachers	7	0
Guidance counsellors	11	8
Job	4	0
Peer support	2	2
Nurse	1	0
Mom and Babe Group	2	0
Pow wow	1	0
Mediation sessions	1	0
Abuse survivor support	1	0
Art classes	1	0
Mother	0	1
Home tutoring	0	1
Negative comments	1	5

Read the following topics. Indicate your level of
satisfaction with each by circling one number for each
topic.

	Not Satisfied at all	Not very Satisfied	Somewhat Satisfied	Very satisfied
117. The quality of teachers				
Graduates	0	3(3.3%)	53(57.6%)	36(39.1%)
Dropouts	7(18.4%)	9(23.7%)	14(36.8%)	8(21.1%)
118. The types of subjects offered				
Graduates	1(1.1%)	13(14.1%)	55(59.8%)	23(25%)
Dropouts	4(10.5%)	8(21.1%)	17(44.7%)	9(23.7%)
119. The opportunity to learn about a job or career				
Graduates	1(1.1%)	10(10.9%)	43(46.74%)	38(41.3%)
Dropouts	8(21.1%)	12(31.6%)	13(34.2%)	5(13.2%)
120. The credit system to graduate				
Graduates	1(1.1%)	12(13%)	45(48.9%)	33(35.9%)
Dropouts	10(26.3%)	13(34.2%)	10(26.3%)	5(13.1%)
121. Number of students in class				
Graduates	3(3.3%)	8(8.7%)	50(54.4%)	31(33.7%)
Dropouts	3(7.9%)	10(26.3%)	20(52.6%)	5(13.2%)

	Not Satisfied at all	Not very Satisfied	Somewhat Satisfied	Very satisfied
122. The availability of extra help from teachers				
Graduates	1(1.1%)	13(14.1%)	40(43.5%)	38(41.3%)
Dropouts	9(23.68%)	11(29%)	8(21.1%)	10(26.3%)
123. The rules of the school				
Graduates	3(3.3%)	26(28.3%)	38(41.3%)	25(27.2%)
Dropouts	5(13.2%)	11(29%)	16(42.1%)	6(15.8%)
124. Methods of testing and giving grades				
Graduates	6(6.5%)	18(19.6%)	52(56.5%)	16(17.4%)
Dropouts	5(13.2%)	8(21.1%)	19(50%)	6(15.8%)
125. Efforts of the school to make me feel safe				
Graduates	2(2.2%)	12(13%)	47(51.1%)	31(33.7%)
Dropouts	6(15.8%)	10(23.3%)	14(36.8%)	8(21.8%)
126. Efforts of the school to make me stay in school				
Graduates	5(5.4%)	15(16.3%)	37(40.2%)	35(38%)
Dropouts	9(23.9%)	15(39.5%)	9(23.7%)	5(13.2%)
127. The education I received				
Graduates	4(4.4%)	6(6.5%)	41(44.6%)	41(44.6%)
Dropouts	6(15.8%)	12(31.6%)	12(31.6%)	8(21.1%)
128. The time spent in school				
Graduates	1(1.1%)	10(10.9%)	40(43.5%)	41(44.6%)
Dropouts	7(18.4%)	12(31.6%)	13(34.2%)	6(15.79%)

APPENDIX B

LETTER TO STUDENT

D. Persaud
16 Portland Avenue
Winnipeg, Manitoba
R2M 1J4

Dear student,

My name is Dushant Persaud and I am conducting a survey of graduates in your school as part of my Master's thesis at the University of Manitoba. I am interested in knowing the characteristics of high school graduates and what they see as important or not important contributions made by their school and families in helping them to graduate from high school.

By participating in this survey, you will be asked to complete an hour long questionnaire during your class time. Your name is <u>not</u> required. The information you provide will be kept confidential. You can refuse to participate or complete the survey.

You can get information that summarizes my report by including your address with the consent form.

Your co-operation will be greatly appreciated. If you have any questions, please contact me by phone at 256-4570.

If you are 18 years old or older please indicate your willingness to participate by signing below.

Thanks for your co-operation.

Yours truly

Dushant Persaud

<u>SIGNATURE OF STUDENT CONSENT</u>
I read the above letter, understand it and will participate in this survey.

_____
STUDENT SIGNATURE
Send a report summary to:

APPENDIX C

LETTER TO PARENT

D. Persaud
16 Portland Avenue
Winnipeg, Manitoba
R2M 1J4

Dear parent/guardian,

My name is Dushant Persaud and I am conducting a survey of high school graduates as part of my Master's thesis at the University of Manitoba. I am interested in knowing the characteristics of high school graduates and what they see as important or not important contributions made by their school and families in helping them to graduate from high school.

By participating in this survey, your child will be asked to complete an hour long questionnaire during class time. Your child's name is not required. The information provided will be kept confidential. Your child can refuse to participate or complete the survey.

You can get information that summarizes my report by including your address with your consent below.

Your co-operation will be greatly appreciated. If you have any questions, please contact me by phone at 256-4570.

Thanks for your co-operation.

Yours truly

Dushant Persaud

SIGNATURE OF PARENTAL CONSENT
I read the above letter, understand it and give permission for my son/daughter _____
to participate in this survey.

PARENT SIGNATURE _____

Send a summary report to:

APPENDIX D

Survey administration protocol

1. You will be completing a survey on student characteristics and student's perceptions of school and parental supports.

2. Please try to answer all questions.

3. If you don't understand a question or what to do please raise your hand and your teacher or I will assist you.

4. The survey should take about one hour though more time is available if you need it.

5. Do you have any questions before you begin.