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**The Effects of a Selected Group of Activities on Holding Male Students in a Selected Group of High Schools in a South East Texas Area**

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THE EFFECTS OF A SELECTED GROUP OF ACTIVITIES  
ON HOLDING MALE STUDENTS IN A SELECTED GROUP  
OF HIGH SCHOOLS IN A SOUTH EAST TEXAS AREA



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THE EFFECTS OF A SELECTED GROUP OF ACTIVITIES  
ON HOLDING MALE STUDENTS IN A SELECTED GROUP  
OF HIGH SCHOOLS IN A SOUTH EAST TEXAS AREA

A Thesis

By

George Louis Dean

Submitted to the Graduate School of  
Prairie View Agricultural and Mechanical College  
In Partial Fulfillment of The  
Degree of  
MASTERS OF SCIENCE

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Month

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Year

Major Subject \_\_\_\_\_

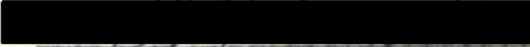
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A C K N O W L E D G M E N T

The investigator wishes to express his sincere appreciation to Mr. H. J. Wright, Dr. E. W. Martin, and Dr. C. A. Wood for their assistance and challenging suggestions in the investigation of this study.

G. L. D.



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## CHAPTER I

### Introduction

Recent surveys show that in the next ten years the actual number of pupils who will drop out before graduation from high school will rise to an alarming total of 7.5 million.<sup>1</sup> The problem of school drop-outs remains regardless of compulsory school laws, teachers who presumably have better training, buildings which are better, books and transportation that are provided and efforts that are made to gear curriculums to meet the needs of most pupils. The problem of school leaving is quite prevalent among high school youngsters and without the combined efforts of parents, teachers, and other members of the community, it has been agreed among educators that irregular attendance and thus drop-outs will continue to grow. High School drop-outs are recognized as a deplorable waste of talent of early adolescents. It is time for something to be done about this distressing problem facing the nation's future. Educators on all levels are concerned with drop-outs, especially those in high schools. The recent national concern about school

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<sup>1</sup> Ethelyn M. Chisum, "High School Drop-Outs A Challenge to Our School," Texas Standard, 35:13-4, (January-February 1962).



drop-outs is largely a response to the situation among out-of-school, unemployed youth in today's great city slum areas, which Conant, in a new famous phrase, has described as "social dynamite." This decade's expected 7.5 million dropouts will be all but useless in a world where by 1970, not more than five per cent of all available jobs will be of the unskilled variety.<sup>2</sup> Educators' response to this challenge has not lagged, programs are under way throughout the nation on the local, state, and federal levels. One of the main difficulties, however, confronting any approach to the problem is the diversity of the drop-out population, which crosscuts the nation's entire social and geographical structures.

#### Statement of the Problem

According to reports that have been examined by the writer, there is a definite need for holding students in school until graduation. Therefore, the problem in this study is concerned with finding the effects a selected group of activities have on holding male students in high school in a South East Texas area.

#### Importance and Scope

Developments in technology and automation are

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<sup>2</sup> \_\_\_\_\_, "School Dropouts-Symposium," NEA Journal, p. 9, (May 1962).



shaking the world of labor itself. They are not only responsible for raising the educational requirements for employment in general; but also, they are demolishing many of the jobs that demand skills and traditionally provide for the dropouts' entry into the world of work.

Studies show that about 175,000 girls leave school to marry and that many other young people of promising, and even superior capabilities are annually lost because they are discouraged or because they cannot resist the lure of the illusory independence often symbolized by a secondhand automobile.<sup>3</sup> Each of last year's nearly one million drop-outs was a separate case, a separate and free will of the pupils. Few, if any of them, could have foreseen clearly the bitter treadmill of failure that awaited them upon their unprepared entrance into adult world of work and responsibility. Unskilled and immature, the recent drop-out finds himself abandoned to a huge market place where he has nothing to sell. Even among graduates two or three years out of school, the rate of unemployment holds steadily at about 13 per cent; among drop-outs in the same age range, it

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<sup>3</sup>Ibid., page 10.

seldom dips below 20 per cent and frequently climbs to as high as 30 per cent.<sup>4</sup>

#### Purpose of the Study

The purposes of this study were to:

1. Examine the literature and analyze data to determine the causes for pupils dropping out of school.
2. Discover the holding power of a selected group of activities on male students in a South East Texas area.

#### Definition of Terms

The terms used in this investigation have been defined. Holding power is the means by which school and communities retain pupils in school until they have finished.

#### Limitations

This research has been confined to four selected high schools in the South East Texas area, which were organized for teaching Negro pupils only. These class A schools are located in Texas City, Cleveland, Hitchcock, and Dayton, Texas. The selected group of activities used in the study are Football, Basketball, Track,

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<sup>4</sup>Ibid., page 10



and Baseball.

### Method

A review of research studies was made in order to benefit by the thinking and findings of other investigators interested in problems similar in nature to the present study. A critical study was made of selected general educational literature concerned with the problem of school drop-outs. The points of view of outstanding educational writers are to be recorded. As a basis for this particular study, such educational literature included textbooks, periodicals, masters' theses, educational journals, magazines, and newspaper articles. The questionnaire and personal interviews were used also in securing information from the pupils who stayed in school.

The questionnaire used for collecting data included information relative to financial, personal and school related factors. A tabulation form was also constructed which enabled the writer to record data obtained from the questionnaire and from the interviews with the pupils who stayed in school and the findings are reported in Chapter Three.

## CHAPTER II

### Survey of Related Literature

In surveying the related literature, the writer found similar problems, in which educators are confronted with today.

Lambert stated that:

Many children failed to enter high school because of a fear complex built by members of their families, their friends, or even elementary teachers. The person who says, "You'd better learn this or you'll fail in high school," is contributing to the potential elimination of children from school.<sup>1</sup>

The Senate Committee on Labor and Public Welfare gave this report as they analyzed the school leaver situation:

Dropouts leave school for many reasons not necessarily related to their intellectual capacity or potential. Their reasons are rooted in the poverty, discrimination and social chaos in which they have been reared. Their motivation has been corroded by hostile society.<sup>2</sup>

In a recent study, Miller collected the following information concerning dropouts:

Parent's attitude was found to be the dominant factor in many cases. Data from one county revealed that 21 per cent of the dropouts were because

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<sup>1</sup>Sam M. Lambert, "Increasing Education Holding Power," Journal of the National Education Association, p. 17, (December 1958).

<sup>2</sup>Texas Education Agency, Public School Law, Bulletin no. 527. Austin: Division of Administrative Services pp. 483-84, (1952).



the parents wanted them to remain in school; for nine per cent, the parents had urged the children to quit school; and twenty six per cent, the parents did not care one way or the other.<sup>3</sup>

Chism made these observations in her study:

Each day during the regular school year, children in various parts of the country are finding it desirable or expedient to discontinue attendance in school for a variety of reasons or apparently, as a result of a number of complex situations. The problem of school elimination is indeed complex, and it is difficult to isolate the causes and assign each to its relative importance.<sup>4</sup>

Livingston had this to say:

The reasons for dropping out are many and complex. The school leaver belongs predominantly to a culturally deprived group, comes from a poor family, and is rated low academically. Often he is being raised by only one parent, who must work for a living and cannot give him or his education the attention needed.<sup>5</sup>

The Houston Independent School District conducted a study on drop-outs and found that the reasons for school dropouts in the city as cited by parents and pupils included these:

A lack of money for clothing, bus fare, lunches, and eye glasses. Some pupils said that they were depressed by continuous low grades in subjects in which

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<sup>3</sup>Leonard M. Miller, "How Some Schools Are Increasing Their Holding Power," National Education Association Journal, p. 292 (May 1951).

<sup>4</sup>Chism, op. cit., (January-February 1962) p. 13.

<sup>5</sup>Hugh A. Livingston, "Key to Dropout Problem: The Elementary School," Elementary School Journal, p. 70, (February 1959).



most pupils in their classes were doing well.<sup>6</sup>

Educators feel that the school must accept some portion of the responsibility for high school leavers. Proffitt stated:

In many schools a departure from rigid, exclusive school standards promises to be a real help. In others, the school continues to set up its standards to which the child is expected to adjust, if he does not he fails. Which should come first, the school and its standards or the child and his problems, or the educator's concern? Should not the child and his problems be the educator's standard? Should not the educational system adjust itself to him and his problems?<sup>7</sup>

Waincolt emphasizes this point of view in making an analysis of the school attendance problem:

The pupil who is retarded is likely to become discouraged and quit school in a lot of instances. The school should therefore, do everything humanly possible to help the pupil succeed. Promotion on condition or probation should be practiced frequently. Retardation and low marks will develop within the pupil an inferiority complex and cause him to attend very irregularly.<sup>8</sup>

Cook concerned about the dropout problem pointed out:

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<sup>6</sup> \_\_\_\_\_, "School Dropouts," Houston Post, Section 1, page 1 and 5, (August 3, 1963).

<sup>7</sup> M.M. Proffitt, and David Segel, School Census, Compulsory Attendance, Child Labor, U.S. Office of Education, (1945).

<sup>8</sup> Kenneth Waincolt, "A Magic Wand," Texas Outlook, 26:95 (December 1955).



Grouping allows the teacher to plan an enriched program to challenge and hold the interest of a gifted group, some of whose members might otherwise become bored with usual school routine and eventually drop out.<sup>9</sup>

Harris reported that:

Among the great amount of advice given to youth the challenge of General Dwight Eisenhower was especially meaningful: "I urge every boy and girl in the United States to continue as students in school until they have developed the God given capacities to the full. Only in this way can they hope to make the finest contribution to the strength of the nation and reach the fulfillment of life's purposes."<sup>10</sup>

Woolfolk, chairman of the research committee, Prairie View, Texas, had this to say:

There is a need for a rearrangement of the current methods of pupil accounting at both the state and local levels so that the problem presented by the dropout may be better isolated and studied. This is necessary if the school is to render the proper service to the state in the direction of educating all of the people.<sup>11</sup>

The problem of school elimination is indeed complex, and it is difficult to isolate the causes and

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<sup>9</sup>Edward S. Cook, "How IQ Figures in the Dropout Problem," The School Executive, pp. 57-8, (February 1960).

<sup>10</sup>Jessie W. Harris, "Panorama of Home Economics," Journal of Home Economics, pp. 63-4, (February 1960).

<sup>11</sup>George Ruble Woolfolk and others, "The Holding Power of the Public Schools for Negroes in the State of Texas," Twenty-fourth Annual Conference on the Education of Negroes in Texas, p. 62, (March 1955).

assign each its relative position of importance. It is believed that many causes could be greatly reduced if parents and teachers would work cooperatively to show the dropouts and potential dropouts their interest and care for their future.



### CHAPTER III

#### Discovering Ways the School and Community Can

#### Reduce the Rate of High School Drop-outs

This survey gave pertinent information regarding a selected group of activities on holding male students in high school in South East Texas. It was indeed beneficial in recommending procedures for reducing the rate of male high school drop-outs. Data obtained from research studies by Condon, Greene, Mack, Hoyt, Lambert, and others relative to school drop-outs were also used in making suggestions.

The writer found that a selected group of activities namely, football, basketball, track, and baseball contributed to holding male students in school until they graduated.

Data obtained from senior male students in four class A schools was very beneficial. Questionnaires were delivered to each student. (See Appendix, Exhibit B). Responses to the questionnaires were made in the presence of the coach or coaches from each school. The investigator felt that better results could be obtained by using the coaches of the particular school. The re-

sponses given were tabulated on a form. (See Appendix, Exhibit B). The responses given for the number that play sports activities revealed that 46 participated in one or all of the above sports activities. The questionnaires also revealed that all of them participated in sports because they liked to and that only two of the group had been influenced by their coach or fellow student. The group is represented in Figure 1 and Figure 1 shows the ratio of the number of males participating in each sport.

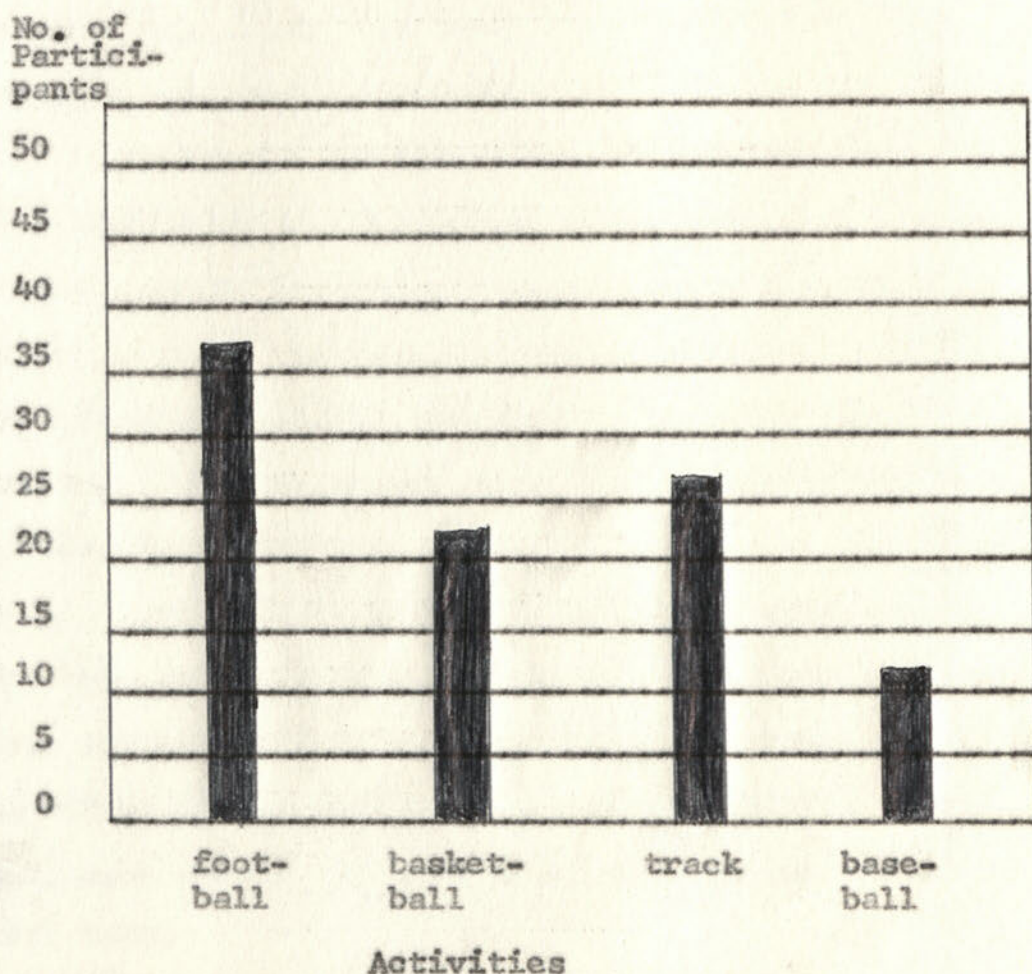


Fig. 1 - Number of participants in each activity.



Chism, relates in her study that the concern over the inability of the high school to hold its youth, led a group of superintendents of several metropolitan cities to discuss the problem at a meeting in Chicago in 1950. They made an extensive study of research information and found that the reasons for excessive school absences and thus school elimination, fall roughly into three categories: reasons related to school, financial reasons and personal problems. These findings are in agreement with those from most of the recent national surveys, which have been reviewed.

Among the reasons given by dropouts who have been interviewed by researchers are: dissatisfaction with some phase of school life, dislike for certain teachers - their attitudes and their methods of instruction. Some felt that teachers had no real interests in the learners. They complained also of costs incident to attending high school.

Livingston, Lambert, Miller and others have found that excessive school absences often result in school drop-outs or is a contributing factor. During this survey it was found that very few students missed school more than 1 to 10 days per year during the entire school term.

Number of Days Missed from School During the Year. Seven of the forty six seniors (15 per cent) missed one day per week. Two of the forty-six seniors (4 per cent) missed two days per week. Eleven of the forty-six seniors (24 per cent) missed one day per month. Three of the forty-six seniors (6 per cent) missed two days per month. Four of the forty-six seniors (9 per cent) missed three days per month. Twenty of the forty-six seniors (44 per cent) missed from one to ten days per year.

Reasons for Being Absent from School. There were seventy four reasons given for being absent from school. Seven of the seventy-four (9 per cent) missed the bus. Twenty one of the seventy-four (28 per cent) had to work. Thirty seven of the seventy-four (50 per cent) were ill. Six of the seventy-four (8 per cent) didn't feel like going. Three of the seventy-four (4 per cent) didn't have clothes to wear.

Data also showed that of all the males participating in sport activities revealed that sports were a contributing factor toward keeping them in school. Although, only four revealed that sports were their main reason for coming to school and three revealed that sports prevented them from becoming school drop-outs,



it was interesting to note that football was the most contributing activity toward the prevention of school dropouts. Figure 2 represents the activities which had the greatest influence toward holding male students in school.

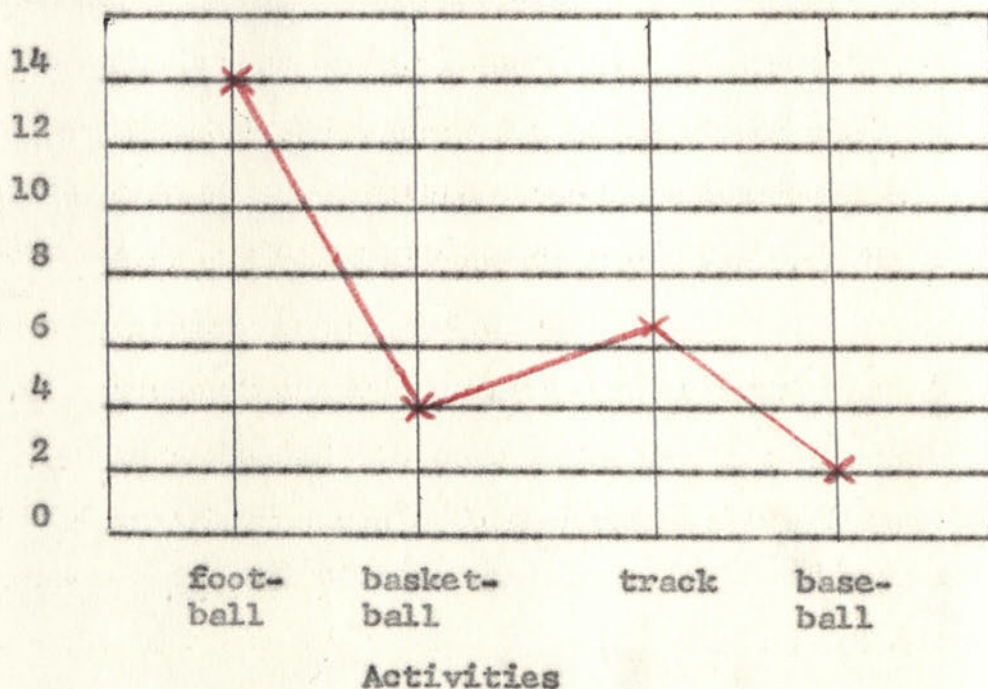


Fig. 2 The activities having the greatest influence on holding male students in school.

During this survey some pertinent questions were asked each senior student concerning the usefulness of the sport activities offered. Responses concerning the usefulness of sports activities revealed that all sports offered were useful for most boys, however, some students

expressed the need for other activities such as swimming, tennis, golf and others. Most of the students expressed the idea that very little guidance was received.

In a special report, "The challenge of Jobless Youth," the President's Committee on Youth Employment made specific recommendations:

The teaching methods need to be improved and the curricula in schools need to be strengthened. Teachers need to be able to spot the "psychological dropout" in early grades. If the school has a counseling staff skilled in handling emotional problems, prompt help from this quarter may save the day.<sup>1</sup>

Williams, in his analysis found:

The teacher has an important role to play in keeping students in school. Teachers hope to provide students opportunities to learn without undue strain. They should also try to get parents to come to as many school functions as possible. The administration and teachers should strive to stimulate interest through attractiveness of the school program.<sup>2</sup>

Cook, concerned about the dropout problem, pointed out:

Grouping allows the teacher to plan an enriched

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<sup>1</sup>Percy V. Williams, "School Dropouts," NEA Journal, p. 25, (February 1963).

<sup>2</sup>Edward S. Cook, "How IQ Figures in the Dropout Problem," School Executive, pp 56-57, (September 1954).



program to challenge and hold the interest of a gifted group, some of whose members might otherwise become bored with usual school routine and eventually drop out.<sup>3</sup>

In the same frame of reference, Bianchi reveals:

The traditional practices of promotion by grades will have to be abandoned in favor of promotion by age, with groups whose social and physical development are somewhat similar. Grouping according to scholastic achievement within age group would be essential.<sup>4</sup>

The writer suggests that administrators take another look at curriculum offerings in physical education. This study found that sports was the main reason why some pupils came to school and remained in school until they graduated. Pupils expressed the need for more varied sport activities, which have been mentioned earlier. Therefore, the writer feels justified in suggesting that sports activities contribute to holding male students in school until graduation.

#### The Community

Although parents, teachers, and counselors

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<sup>3</sup>"Will Your Child Drop Out of School?" Washington: Division of Press and Radio Relations, National Education Association.

<sup>4</sup>Evelyn S. Bianchi, "What Is the Dropout Like," High School Dropout, Discussion Pamphlet No. 3, Washington, D.C., p. 24 (September 1959).

through their relationship with youngsters, play the crucial role in keeping them in school, communities can exert an influence too.

The low educational status of a community can cause students to leave school because there is no one to stimulate the interest of the pupil therefore the community should seek possible means to stimulate the interest of students. The community in which the child lives has a great influence on the number of years spent in the secondary school, while he is a student in that particular community.

Elsbree and McNally's analysis pointed:

Topography can make the community easy or difficult or access, hereby influencing mores and customs of the people. For instance, isolation from the outside world could preserve anti-educational policies, ignorance, and many other undesirable customs, whereas on the other hand, it could offer desirable customs that will influence students to stay in school.<sup>5</sup>

Perhaps, the greatest service communities can offer the early leavers is to provide a continuing education program to which they can return, as many have expressed a desire to do, part-or full-time after a

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<sup>5</sup>Willard S. Elsbree, and Harold McNally, Elementary School Administration and Supervision. New York: American Book Company, p. 626 ( 1946 ).



year or two at work (or out of it).

Neisser, in his investigation of what the community can do to keep youngsters in school found that:

1. The first thing is to make it clear that those whom youth admire have faith in education. The subway posters in New York City carrying a message from Mickey Mantle to youngsters to go back to school in the fall had unique eloquence.

2. "Stay in School" kits such as the Chicago Urban League has distributed may also be persuasive.

3. Business and industry are taking part in dropout prevention, too. Employers in some towns have gone to length of making high school students whom they employ for the summer sign a pledge to return to school in the fall. More persuasive than a pledge for a boy or girl is the personal interest shown by superiors in his or her plans and abilities. When an adolescent finds someone to whom he can look up, who believes in him and the importance of his becoming educated, he is apt to become convinced of the usefulness of more schooling himself.

4. Union members who are willing to talk to high school assemblies or to boys and girls individually about the qualifications needed for jobs can perform a real service.

5. Y's community centers, and settlements and other agencies serving youth, and through the young people's groups, hold discussions on the reason for staying in school and possibilities for part-time jobs.

6. Films, such as "When I'm Old Enough, Good-bye," make excellent springboards for interpretation of the need to stay in school.

7. Some Y's and community centers have provided study rooms. Others have arranged for bright high school students to tutor younger ones who have bogged



down in school work.

8. Community agencies working with adolescents can call the attention of their boards to the desirability of making part-time work available for teen-agers in business in which they may have influence. One agency has formed a young men's board, whose members will have as one of their functions the task of interpreting to the agency's teen-age clients the training required for occupations in which these men are themselves engaged. As they do so, they will be able to emphasize the value of staying in school and the qualities which make a person employable.

9. Project Dropout, a service of the National Education Association is in a sense, a community project, too. This project seeks to encourage the development of school programs that will decrease the number of school leavers and provide for those who drop out. It acts as a clearing-house for data, statistics and plans of schools and agencies across the country dealing with early school leaving.

10. Case work as a "Stay in School" aid is helpful. There are times when a boy or girl has become so embroiled with the school that the most competent and sympathetic counselor cannot reach him, and only because the counselor is part of the school set-up. Referral to a child guidance clinic, a mental health association, or a case work agency specializing in work with the young people may be the school's best means of getting professional help. The troubled youngsters may be able to accept a worker who has no connection with the school just because he appears more natural.<sup>6</sup>

"Will Your Child Drop Out of School" published

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<sup>6</sup>Edith G. Neisser, School Failures and Dropouts, Public Affairs Committee, Inc., (July 1963).



by the division of Press and Radio Relations, National Education, stated that the PTA group and other civic organizations can inform parents about the dangers of insufficient education in today's world. A recent survey showed that parents who have had little education do not object to their child leaving school before graduation. If parents were told how lack of a high school diploma could some day make their child an "unemployable," they might encourage him to stay in school.<sup>7</sup>

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<sup>7</sup>"Will Your Child Drop Out of School" Washington: Division of Press and Radio Relations, National Education Association.

## CHAPTER IV

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The investigation made in connection with this paper was concerned with "The Effects of A Selected Group of Activities on Holding Male Students in A Selected Group of High Schools in A South East Texas Area." The paper was written to discover contributing factors to the youth's decision to leave school and to encourage and consider means of increasing holding power through the school.

It was further found that: Reasons for school leaving are complex while dissatisfaction with some phase of school life seems dominant. Despite the retention rate in American schools, the need to strengthen the holding power is recognized. One of the weakness of some schools is their inability to identify descriptively the potential dropout student. Various influences outside the school have a significant bearing on the youth, and may often provide the real cause for leaving school.

#### Conclusion

The findings of this research investigation support the conclusions which are here drawn:



1. Many of the factors which seem to continue toward the dropout are due in part to conditions within the school and can be eliminated.
2. Regardless of the relative strength of effectiveness of the school's program, other factors may render such power as to make it necessary to look elsewhere for causes that lead young people to dropout.
3. The potential dropout shows certain symptoms long before he withdraws from school, and because such symptoms characterize these students, effort should be made to discover them early.
4. The combination of outside factors has a great impact on the youth, and exert varied pressures and influence upon them.

### Recommendations

Based upon the findings and the conclusions drawn from the investigation, the following recommendations are offered:

1. Continued and extensive research be made to establish the basic causes for school dropouts, organized through committees within the school at local, state, and national levels.
2. A school-community project be instituted to help curb the negative influences outside the school.
3. The compulsory attendance laws be rigidly enforced and extend compulsory school attendance to 18 years of age.
4. In connection with in-service school programs conduct a study in an effort to alert teachers in becoming more conscious of the identifying characteristics of the potential dropout.
5. An intramural program, set up by the school

for the benefit of those who were not skilled enough to represent the school in athletics.

6. Administrators choose qualified personnel to teach physical education and coach athletics.



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A P P E N D I X

## EXHIBIT A

## Questionnaire Copy

1. Check the sport or sports you play:
  - a. football \_\_\_\_\_
  - b. basketball \_\_\_\_\_
  - c. track \_\_\_\_\_
  - d. baseball \_\_\_\_\_
  
2. Do you participate in the particular sport because of likeness for the sport?
  - a. yes \_\_\_\_\_
  - b. no \_\_\_\_\_
  
3. Do you participate in the sport(s) because you were asked to participate by the:
 

a. coach	yes _____	no _____
b. fellow student	yes _____	no _____
  
4. What is the average number of days you miss from school during the year?
  - a. about 1 per week \_\_\_\_\_
  - b. about 2 per week \_\_\_\_\_
  - c. about 1 per month \_\_\_\_\_
  - d. about 2 per month \_\_\_\_\_
  - e. about 3 per month \_\_\_\_\_
  - f. about 1 to 10 per year \_\_\_\_\_
  
5. Are these days missed during the time your particular sport(s) is (are) in season?
  - a. yes \_\_\_\_\_
  - b. no \_\_\_\_\_
  
6. What are some of your reasons for being absent from school?
  - a. missed bus \_\_\_\_\_
  - b. had to work \_\_\_\_\_
  - c. ill \_\_\_\_\_
  - d. didn't feel like going \_\_\_\_\_
  - e. dislike for someone on staff \_\_\_\_\_



- f. had to practice one of the four sports \_\_\_\_\_  
g. didn't have clothes to wear \_\_\_\_\_

7. Did your participating sport help to keep you in school rather than dropping out?  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
8. Would you have stayed in school regardless of whether you played sports or not?  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
9. Was your particular sport the main reason for your coming to school?  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
10. If the answer to either 7, 8, or 9 is yes, which sport served as the main influence preventing your dropping out?  
a. football \_\_\_\_\_  
b. basketball \_\_\_\_\_  
c. track \_\_\_\_\_  
d. baseball \_\_\_\_\_
11. Would you like to have a copy of these findings when this study is completed?  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_

EXHIBIT B

Tabulation Form

1. Total number that play:
  - a. football \_\_\_\_\_
  - b. basketball \_\_\_\_\_
  - c. track \_\_\_\_\_
  - d. baseball \_\_\_\_\_
  
2. Total number that participate because of likeness for the sport:
  - a. yes \_\_\_\_\_
  - b. no \_\_\_\_\_
  
3. Total number participate in the sport because asked by:
 

a. coach	yes	_____	no	_____
b. fellow student	yes	_____	no	_____
  
4. Average number of days missed from school during the year:
  - a. 1 per week \_\_\_\_\_
  - b. 2 per week \_\_\_\_\_
  - c. 1 per month \_\_\_\_\_
  - d. 2 per month \_\_\_\_\_
  - e. 3 per month \_\_\_\_\_
  - f. 1 to 10 per year \_\_\_\_\_
  
5. Total number missed during time particular sport(s) is (are) in season:
  - a. yes \_\_\_\_\_
  - b. no \_\_\_\_\_
  
6. Total number for reasons being absent from school:
 

a. missed bus	_____
b. had to work	_____
c. ill	_____
d. didn't feel like going	_____
e. dislike for someone on staff	_____



- f. had to practice one of the four sports \_\_\_\_\_  
g. didn't have clothes to wear \_\_\_\_\_
7. Total number that the participating sport help to keep in school rather than dropping out:  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
8. Total number that would have stayed in school regardless:  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
9. Total number particular sport the main reason for coming to school:  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_
10. Total number and sport which served as the main influence preventing dropping out:  
a. football \_\_\_\_\_  
b. basketball \_\_\_\_\_  
c. track \_\_\_\_\_  
d. baseball \_\_\_\_\_
11. Total number that would like to have a copy of the findings:  
a. yes \_\_\_\_\_  
b. no \_\_\_\_\_