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A Comparison on Student Motivation of Students Who Enroll Voluntarily and Involuntarily a Vocational Training Program

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A COMPARISON ON STUDENT MOTIVATION OF STUDENTS WHO ENROLL VOLUNTARILY AND INVOLUNTARILY A VOCATIONAL TRAINING PROGRAM

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Abstract

The present study compared the motivation of female students who enrolled in a federally funded vocational training program voluntarily with those who enrolled involuntarily. The federal government has mandated that females receiving public aid must complete a trade and obtain full-time employment. The study was conducted from January 1, 1994 through March 31, 1994. Motivation was evaluated by vocational completion, average length of stay (ALOS), and GED completion. The students have to complete all the required assignments and pass a competency test in the vocational area to be considered a vocational completer. In addition, they were required to complete six (6) weeks of work experience to obtain on the job training. Average length of stay (ALOS) measures the number of days that a student was in an active (pay) status at termination. The students' profiles were evaluated at termination to assess their individual success in the program. The present study indicated that students who enroll voluntarily were as successful in completing their goals as students who were coerced to enroll by outside influences, i.e., welfare reform (Futures), parental pressures, or probation.

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Chapter 1

Introduction

The present study was conducted to compare the motivation of voluntary and involuntary participants in a vocational training program funded by the Department of Labor (DOL). The government has approved legislation making it mandatory for women receiving public aid to attend vocational training programs or obtain employment when their youngest child reaches three years of age. Futures is the state of Missouri's Program implemented to motivate single parent females to break their dependency on public aid. The women receive supportive services such as housing, food stamps, career counseling, transportation and income maintenance through an individual case manager. In addition to their self motivation, they have the added pressures of government mandates and sanctions to their benefits if they are not in compliance with the guidelines established. Missouri has approved legislation authorizing Future's case managers to sanction the amount of funds a client receives for refusing to accept employment or attend school. The researcher expected the participants who voluntarily enrolled to have less self motivation than their peers who are mandated to enroll in order to maintain their benefits, satisfy court stipulations or satisfy parental demands and therefore, be less successful in completing the vocational training program requirements.

This paper evaluated the motivation of female students who were coerced to enroll in a federally funded vocational training program to determine if their

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level of motivation was significantly greater than females who enrolled

voluntarily. There was an expectation that the females who enrolled involuntarily

would have greater motivation due to the added pressures of external forces.

Motivation was evaluated by completion of training goals and obtaining

employment. The null hypothesis was that the motivation of the involuntary group

(as determined by vocational completion, average length of stay and GED

completion) was not significantly different from the voluntary group.

Chapter 2

Literature Review

Basic Theories of Motivation

Nancy Ray (1992) noted that motivation is a very difficult concept to

define. Ray stated that motivation deals with why human behavior occurs.

Wlodkowsi (1984) in Ray (1992) noted that most psychologist and educators use

motivation as a word to describe those processes that can (a) arouse behavior (b)

give direction and purpose to behavior (c) continue to allow behavior to persist

and (d) lead to choosing or preferring a particular behavior (p. 3). Psychologists

have investigated motivation in depth and members of different schools of thought

describe it in different ways.

The psychoanalytic position developed by Sigmund Freud emphasizes that

behavior can be explained by strong unconscious forces i.e. the id, ego and

superego. Freud believed that the id was the prime source of motivation. Freud

believed that psychic energy derived from the physical energy and physical needs

was represented in the id. Several authors (Hall & Lindzey, 1978; Hjelle &

Ziegler, 1992; Kimble & Garmezy, 1968; Masden, 1973; Ray, 1992) noted that

Freud's most prominent contribution to motivational theories was his

differentiation between conscious and unconscious processes. Consciousness is

defined as all of the elements (such as images or thoughts) which are the

immediate focus of attention. Freud further added that unconscious thoughts have

a profound effect on behavior, i.e., the defense mechanisms are prime motivation

of behavior as they serve to protect the ego. Freud also believed that personality development and motivation were the result of sexual stages in one's life and emphasized three primary regions: oral, anal, and genital. Freud considered these to be of the utmost importance because they are the first sources of sexual irritation and satisfaction (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992; Kimble & Garmezy, 1968; Masden, 1973; Ray, 1992).

Carl Jung is associated with a branch of psychoanalysis which he called Analytic Psychology. Jung believed that people are pulled by future goals in addition to internal drives. According to Jung an individual could benefit from the past, but should have purpose of future goals. Jung believed that the past had a great influence on the present, and each person brings into the world biological and psychological heritage from the past. Jung emphasized the importance of self-actualization or the blending of all the different aspects of one's personality into a completely meaningful, whole, and stable unit; (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992; Masden, 1973; Ray 1992).

Alfred Adler was a psychoanalyst whose psychological theories are referred to as Individual Psychology. He felt that each individual is born with a natural motivation toward socialization and that man is more social in nature than sexual. Adler believed that people are striving to overcome inferiority and striving toward superiority over themselves and over others. Adler viewed motivation as by product of this ongoing struggle (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992; Masden, 1973; Ray, 1992).

Karen Horney's theory about motivation is based on the development of

specific needs which arise from basic anxiety. She placed these needs into three categories which motivate general behavioral patterns: (1) moving against people (need for power); (2) moving toward people (need for love; and (3) moving away from people (need for isolation). Horney believes that well adjusted people will use whichever approach that will best meet their needs. In contrast neurotic people focus on one approach for their motivation (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992; Ray, 1992).

William McDougall places a lot of emphasis on the instinctual and purposive aspects of human behavior. He viewed behavior as directed toward the goal of self-preservation. McDougal stated that motivation is not a thought out procedure but one usually done to protect oneself. (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992; Masden, 1973; Ray, 1992).

B. F. Skinner believed that one's behavior was determined by his or her reinforcement history. True Skinnerians do not believe in motivation because this is an inner process and is not directly observable. They study drives, i.e., depriving an animal of food and water to make it hungry and thirsty. Ray (1992) also noted that other behaviorist give recognition to inner processes and motivation. Hull believed that people acquire associative links between stimuli and responses when responses to given stimuli are reinforced. Hull believed that drives were the motivational aspect to meet needs (p. 9).

Abraham Maslow was a Humanistic Psychologist who developed a need theory for motivation (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992, Masden, 1973; Ray,

Abraham Maslow was a Humanistic Psychologist who developed a need theory for motivation (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992, Masden, 1973; Ray, 1992). He believed that the need for gratification was the most important single principle underlying human development and motivation. Maslow developed a hierarchy of needs with the lowest being needs being met before the higher needs were met. Maslow Hierarchy of Needs is as follows: (lowest to highest) (1) Physiological Needs, (2) safety needs, (3) love needs (4) esteem needs and (5) self-actualization needs. Wlodkowski (1984) believed that Maslow's needs theory was the most holistic and dynamic and offers the best guidelines to explain student motivation.

According to Maslow, the basic physiological needs must be met before learning or motivation will take place. Wlodkowski (1984) feels this is why properly timed recess breaks, adequate provision for bathroom needs, and the availability of a water fountain can make or break the student's motivation and learning capabilities. Sensory satisfaction or the need for stimulation is very important to student motivation.(p. 8).

Locus of Control

Locus of Control" is a key concept to motivation. People have either an internal or an external locus of control. People who feel the control of their lives, successes, and filters failures internally or within themselves are considered to have an internal locus of control. They are motivated more. by their intrinsic needs, attitudes, and other internal states. Others feel that control is external of

themselves and they are not responsible. They are motivated more by external events and rewards (Hjelle & Ziegler, 1992; Masden, 1973; Ray, 1992). "In extrinsic motivation the goal rather than the doing of the behavior is considered to be the reason for the behavior." (Wlodkowski, 1984, p. 9).

Attribution Theory

An attribution theory approach to explaining motivation provides seven different forms of explanations people use to explain their successes and failures. Ray (1992) stated these were: ability, effort, mood, difficulty of task, teacher bias, luck or chance, and unusual help from others. In addition, three dimensions are used to describe their successes or failures. The three dimension are locus, constancy and responsibility. Locus refers to whether the cause of behavior is inherent in the person or external. Constancy differentiates between stable, unchanging causes (such as aptitude) or causes (such as effort) that vary over time or situations. Responsibility refers both to the degree of control a person has over an event and whether or not his or her actions are intentional (Hall & Lindzey, 1978; Hjelle & Ziegler, 1992; Masden, 1973; Ray 1992).

Need for Achievement

Ray (1992) noted that in recent years that psychologist have given considerable attention to an aspect of motivation which they call a need for achievement. David McClelland explored characteristics of individuals, families, and larger cultural groups in countries and communities which have enjoyed exceptional commercial success.

the need to achieve are relatively independent of adults and are less likely to conform to peer pressure in social situations. They are abie to work well under delayed reinforcement conditions, and prefer moderately difficult tasks. They like to work hard, have a challenge, and like energetic, innovative activity. David McClelland noted that these are good examples of people with internal locus of control and intrinsic motivation (Hjelle & Ziegler, 1992; Masden, 1973; Ray 1992).

deCharms (1967) as cited in Ray (1992) gives the four major criteria for achievement motivation as follows:

1. Competition with others (doing something better than others)
2. Competition with a self-standard of excellence (doing something better than you yourself have done it before).
3. Unique accomplishment (doing something that no one else has ever done).
4. Long-term involvement (doing something that will take a long time, but will result in personal success) (p. 11).

Research on Student Motivation

Karen Wikelund (1993) studies the experiences and perceptions of 27 females who were required to go back to school or lose their welfare benefits. The women were observed as they participated in a highly interactive career and life planning class that met 5.5 hours per day 4 days per week for 1 month. A random sample of the women were questioned informally in small-group and individual conversations, and formal open-ended interviews were administered to 15 of the women 5 to 6 months after the class. Kane (1987) in Wikelund (1993) explored expectancy theory regarding outcome and a sense of control over it and learned helplessness as a response to continued lack of control. Kane (1987) stated that "repeated experiences with lack of control or being labeled as incompetent makes it less likely that people will recognize

potentially effective actions later (25). Wikelund (1993) found that many of the

women enrolled in the training to maintain their income, prepare for and find better

jobs, become good role models for their children, and self-improvement. Wikelund

(1993) noted that the participants in her study benefited from the programs' efforts to

strengthen their self-esteem and responsibility. Schneiderman, Furman, and Weber

(1989, p. 238) in Wikelund noted that "some research plausibly suggests that long-term

welfare dependence may undermine an individual's perceived capacity to exercise

control over events in his or her personal life."

Paul Centi (1981) stated that the level of self-esteem is affected by the

difference between "what I am" (the self-image) and "what I would like to be" (the self

ideal). He further stated, the greater the discrepancy between the two, the lower the

self-esteem. Centi (1981) asserts that the role of self-esteem is obvious to the client's

success in completing targeted training goals (p. 14).

Rimm and Masters (1970) stated that increased assertiveness will benefit the

client in two significant ways. First, it is thought that behaving in a more assertive

fashion will instill a greater feeling of well being. Second, it is assumed that by

behaving in a more assertive manner, the client will be able to achieve significant social

(as well as material) rewards, and thus obtain more satisfaction from life.

If students do not have a good self-concept, motivation to learn is very

difficult. When the attitude toward the self with respect to learning is

positive, the student develops a success-oriented personality which is   motivated to

learn. if the student has a negative self-image towards learning, the student develops a

positive, the student develops a success-oriented personality which is   motivated to learn. if the student has a negative self-image towards learning, the student develops a failure-oriented personality which looks for ways to fail. Regardless of the state or make-up of the students self-concept upon entering school, teachers do have the potential to provide psychological experience from which each student can derive a positive sense of self-esteem: (Woodkowski 1982).

Single parent females are often placed in situations where they have to negotiate for themselves and their dependent children.. High self esteem and assertiveness would appear to be very important characteristics to their success.

Karen Wikelund (1993) noted that the women in her study expressed a variety of motivations for participating in training in addition to the welfare reform mandate. Wikelund found that the woman were concerned about preparing for better jobs in order to provide for their children. Several of the women expressed a need for financial independence. Wikelund noted that the women wanted to be good role models for their children. Wikelund found that the women in her study reported motivational categories that were similar to those identified by Beder and Valentine (1990) in their study of adult basic education (ABE) students. They found 10 basic motivations for attending ABE: self improvement, family responsibilities, diversion, literacy development, community/church involvement, job advancement, launching , economic need, educational advancement, and urging of others. The students in the present study report the same motivations.

Policy and Motivation

Lawrence O. Picus (1991) stated that "policy makers view incentives as an alternative to regulatory approaches used in the past to stimulate local responses to state reform goals than the mandates and sanctions in the past. Many policy makers stress the "moral superiority" of voluntary compliance and argue that incentives minimize the need for "coercion as a means of organizing society" (p.1). Picus stated that supporters of incentives claim that incentives are more effective in attaining the ends of public policy than regulations or mandates. He noted that there have been very few empirical studies of this claim—in or out of education. Karen Wikelund (1993) supported the effectiveness of a strong incentive, but in addition noted that these women had their own individualized incentives for continued participation in the career and life planning class. Wlodkowski (1984) noted that there is little motivation for learning if students feel threatened, or just feel a desire to avoid punishment. Students prefer a consistant and orderly learning environment where the discipline is fair and they feel safe and not threatened.

Picus's (1981) hypothesis that incentives are more effective in improving student motivation than regulatory approaches is the basis of this study. The federal government's goal was to provide females dependent on public aid with skills to break the dependency on welfare. There has been a lot of resistance to this goal on the part of the women. He noted that many refuse to realize the significance or the importance of having the skills needed to obtain employment. They do not think about what will happen when their offspring are too old for them to continue receiving welfare.

Barbara Bergman and Mark Roberts (1987) stated that once on the

welfare rolls there is a strong disincentive to take any job except one

that has a relatively high wage, because taking a job involves the

following consequences:

1. The partial or complete loss of cash welfare benefits.
2. The loss of Medicaid benefits, food stamps, and other in-kind benefits collected.
3. The need to find child care, possibly expensive and suspect quality.
4. Work-related expenses for transportation and appropriate clothing.
5. The hardship, extra effort, or boredom entailed by the job and loss of leisure.
6. Difficulty in getting back on welfare rolls if the job is lost. (p. 250).

Wikelund (1993) noted that participation is not a problem of motivation.

She further stated that all adults are motivated to learn in some context. Karen

Wikelund (1993) concluded that policy makers and educators can improve the

ways that they address the training needs of adults who do not seek formal

education:

> Policymakers and practioners need to beware of unfounded assumptions about adults' "lack of motivation" to participate. Programs can encourage participation and help adults lay the groundwork for subsequent learning and skill development by offering them tools to help them articulate their personal life goals and the relationship of learning to attaining those goals. Program practices that address individuals' views of their lives, their sense of self, and their power to control their environments as an essential part of setting the direction for the learning process can have a positive impact on participation (p. 38).

Programs with a very specific focus (for example, a focus entirely on job

skills) may need to adopt a more holistic view of their clients in order to be able to

encourage and facilitate personally relevant participation and skill   development.

Incentives that increase participation can be built into adult training program

environments.

Congruence between program and participant goals and reasons for learning can strengthen paticipation and retention of adult learners (39).

Michael Miller (1993) in his study evaluated 51 adult training programs scheduled for implementation between 1988 and 1993 in the Great Plains regions of the United state to identify factors that have inhibited the success of adult training programs. Miller found that the following pre-training assessments must be addressed in planning adult training programs:

1. Professional worker training programs must be targeted to the adult learner with attention to delivery systems. This will allow the prospective learner to voice concern and develop a sense of ownership for the entire training package.

2. Adult educators must take the entire environment of the training program into consideration when developing programs. The refusal to participate in a training program due to perceived facility safety may be an extreme example, but the ecology of the program must be tailored to the learner.

3. The adult educator must work to bridge the gap between learners and administrators in developing training objectives. The over-dependence on either learners or administrators will only place an unfair balance of power on either party and delegates controlling interest of the training program to those without the responsibility of educational program implementation.

4. Program flexibility is crucial for the program to succeed. In many of theprograms reviewed, the training program could have been revived, with an increased amount of logistical and participant flexibility. Had the adult educator responsible for the training program had the flexibility to adjust timelines, reschedule meeting locations, or had more time to recruit and retain learners, then there appeared to be a good likelihood of greater program success.

5. Career training as professional enhancement programs must be coordinated with all parties involved. A good deal of research has implied that the adult educator is simply a teacher, but in may respects, as

evidenced in these programs, the adult educator must be prepared to stimulate and anticipate learner cognitive development (8).

Suzanne St. Pierre (1989) advocates the need for childcare and counseling services to meet the special needs of the women: (academic re-entry, study guide techniques, course selection, ways to build confidence, and career counseling). She also highly recommends attitudinal changes and support from the faculty and staff.

Student Dropout Research

Terrence Quinn (1991) stated that research has found a relationship between low socioeconomic status and higher dropout rates. A second set of correlates associated with dropping out of school involves students with personal problems that are independent of social class and family background. These problems include, but are not limited to substance abuse, pregnancy, trauma from divorce, and even mental/and or physical health problems. The last set of correlates associated with dropping out of school are school factors. Retention in grade, course failure and suspensions may also influence a student's decision to drop out of school .

Gary Wehlage et al of the National Center on Effective Secondary Schools at the University of Wisconsin study (cited in Quinn, 1991) studied 14 schools and educational programs designed for students considered to be at risk for dropping out of school. Wehlage et al found that a successful dropout prevention effort must tailor the education response to the specific situations of its students. Quinn (1991) reported the following dropout prevention strageties from a study undertaken by the U.S. General Accounting Office (1987)

• Committed, caring staff

- Individualized learning
- Flexible programs
- Strong social service component
- Day care
- Part-time employment
- Low pupil-teacher ratio
- Job skills training
- English as a second language instruction school equivalence preparation
- Career counseling
- Prenatal/pregnancy counseling (p. 81).

Mary Lois Nardini and Richard L. Antes (1991) asked 85 middle/junior high school and 93 senior high school principals at 100 sites throughout the United States to provide their observations concerning 30 strategies used with at risk students and the effectiveness of these strategies. Nardini and Antes (1989) found that the most effective strategies as judged by the principals were after school programs, Chapter I Programs, teacher aides, coping skills, and peer tutoring at the middle school level. High school principals judged individualized instruction, teacher aides, and summer school programs most effective. Nardini and Antes (1989) stated that educators must be concerned with strategies that have a high and low effectiveness, such as 74.7 percent use of retain in grade and an effectiveness of 6.3 at the middle school level and 64.8 percent use and 2.7 percent effectiveness for the same variable at the high school level. In addition, Nardini and Antes (1991) noted that parent involvement is essential for both middle and high school students to improve the school and and student learning environment. They stated that parents should be regularly informed of the status of their children.

Bonnell B. Kammoun (1991) discussed the Dropout Intervention Program at Sweetwater High School in National City, California. The school has approximately

1,750 students. Prior to the program's inception in April 1986, Sweetwater's dropout

rate was 36 percent. By July 1989, the dropout rate had decreased to 19.5 perecent.

Kammoun (1991) noted that a principal's ability to take initiative is critical to the

success of any school program.

1. The successful program is organized to meet student needs rather than institutional needs. Innovation is required to effect that shift.

2. Administrators must take initiative. At Sweetwater, the principal is otally responsible and accountable for the program, and has had a free hand in hiring staff. The program's success demonstrateds that strong leadership on the part of the principle can and does pay off.

3. Outstanding educational programs require outstanding teachers, counselors, and ancillary staff who have the personal attributes required to work with the target clientele.

4. The inducement for attracting outstanding teachers is greater pay. Strong incentives such as this ensure a programs success. Incentives must, however, exist for all involved: students, administration and the school as a whole.

5. Without secure funding, the program itself is at risk. Securing funding by tying it to performance and placing it in the hand of the principal; and his or her staff provide incentives while establishing accountability.

6. Successful programs meet students educational and emotional needs. Students must be esteemed and valued if a positive self-image is to develop (p. 14).

The females interviewed for In their own Voices (1988) were very honest

about sharing their reasons for dropping out of school. The women listed poor

academic peformance, pregnancy, substance abuse, peer pressures, attitudes of the

teachers, and family problems as reasons for dropping out of school. These women

prided themselves in circumventing the system, but they expressed disappointment over

the system's inability to provide the kind of attention, caring and contact they said they

both needed and wanted.

The NOW Legal Defense Education Fund (1988) classified the young women's reasons for dropping out of school into several levels of analysis. Many felt that their reasons for dropping out were intrapersonal (located within themselves) such as cognitive and/or intellectually deficient, lack of motivation, low self-esteem, and frustration with school. Others emphasized interpersonal reasons such as conflict between themselves and teachers, administrators, parents and other students. The authors noted that many felt alienated by the lack of meaningful social interactions in school and complained about inadequate counseling.

The NOW Legal Defense and Education Fund (1988) noted that some of the women had group issues that hindered them from completing the program. The women stated that family demands caused them to have to leave school, others felt lost as students within overly large classes and others were influenced negatively by peer pressure. They also felt that systemic issues caused them to leave school. The women pointed out perceived inequities in the educational system as the basis for their leaving or being expelled.

They described a variety of systemic issues which reflect the unequal power relations between students and school personnel such as: the teachers' lack of accountability to students, the de-legitimization of students' criticisms, and an absence of mechanisms that would allow students and teachers to negotiate differences between them. Other issues were symptomatic of the social reproduction of the society's economic and racial practices. The teens

complained about the visible consequences of unequal and inadequate distribution of resources within the school system; i.e., overcrowded classrooms; high student-teacher ratios and student-guidance counselor ratios; over-used materials and insufficient supplies and equipment. They also outlined incidence of racial discrimination--differentially negative treatment towards Black and Hispanic students by some teachers (NOW Legal Defense and Education Fund, 1988, p. 49).

Strategy to Improve Students' Motivation

William Glasser, MD. (1986) stated basic to control theory is the belief that all behavior is a constant attempt to satisfy one or more of five basic needs that are written into our genetic structure. "None of what we do is caused by any situation or person outside of ourselves. All of our behavior, simple to complex, is our best attempt to control ourselves to satisfy our needs, but, of course, controlling ourselves is almost related to our constant attempts to control what goes on around us. For example if how I move my hands and feet that controls my car and it is how well I study that determines my school success." (p. 17).

Glasser advocates that educators must learn more about what satisfies students in order to restructure classes so that many more students will choose to work and learn because they find it satisfying to do so. In addition, he added "Coercion will no more motivate students than it does nations." (p. 20). Glasser (1986) stated that when educators see a student working it cannot be assumed that school is satisfying. On the

other hand he stated, "if you see a student not working in school, you can safely assume that what the school is offering (either the material, the teaching or both) is less satisfying than whatever the student may be doing at the time" (p. 21).Glasser (1986) stated that everything people do is initiated by a satisfying picture of that activity that we store in our heads as a pleasant memory. Glasser stated as people grow they learn more ways to satisfy their basic needs and we store these experiences as pictures in our album He stated that what students (and all of us) do in school (and out) is completely determined by the pictures in their heads. Glasser stated that there are only two reasons why anyone puts a new picture in or puts back an old picture that was previously taken out: " (1) People like our mother or a teacher whom we love, to whom we listen because they are already powerful pictures in our heads, persuades us to put a new picture in or put back an old picture that we had taken out (2) we experience an event like a very good English class or drama class that we find satisfying regardless of how this relates to anyone we care for " (p. 39).

Glasser stressed that a caring school person alone is not sufficient to ensure that a student put back some learning pictures. He stated that the school has to provide at least one satisfying academic class and they may accept that teacher and then a few more teachers and classes.In the control theory learning-team school the teacher is less a lecturer and more of a facilitator-manager.

Glasser (1986) stated that many teachers now expect counselors and administrators to stop a student who is consistently disruptive without involving the teacher. Glasser stated that this is unrealistic if the frustration is in class. He further stated that a good counselor can get a student to listen to his teacher, but the student

also needs to hear that the teacher is trying to work out a way to help him find the class more satisfying if he will do some work.

Glasser's learning -team model requires the teacher to structure the classroom into small learning-teams that work together. Glasser found that the stronger students enjoyed working with the weaker ones. He noted that belonging to a learning team provided the students with a sense of worth that motivated performance. Glasser found that the students learned to depend on themselves and their own creativity and other memebers of their team which gave them a sense of power and freedom. In addition, the learning teams provided structure to the learning experience. Glasser noted that the learning team model is being utilized by thousands of teachers across the United States and has been proven by ten years of research.

Shalye Uroff (1991) discusses the success of Apollo High School located in the Simi Valley Unified School District in southern California. Apollo is an alternative education program for students who have not succeeded in a traditional high school environment. William Glasser met with the staff on a regular basis to share his ideas and concepts. Every teacher at Apollo received more than 300 hours of staff development in learning styles, group process, communication skills, classroom management techniques, effective discipline techniques, and problem solving skills. They were trained to become lead-managers by involving the students in the learning process while building relationships.

The initial approach to entering students was to help them to see themselves in a positive light. Students build self-esteem by experiencing the four

A's --attention, acceptance, appreciaion, and affection. The principal utilized peer counselors to address problems, ie. attendance, substance abuse, and behavior problems. Students were involved in the decision-making process related to school governance through leadership classes and team meetings. The teachers selected the student leaders from a wide range of abilities.

Shayle Uroff (1991) found significant improvement on mandatory state testing, only 1 out of 150 of the students who graduated from Apollo failed to pass the district's proficiency tests in reading, mathematics, and written expression. the teen pregnancy rate was below the national level (1 out 150 females), attendance improved, reduction in school suspensions form 16 percent to less than 1 percent, and elimination of in house vandalism.

Incentives

Len A. Froyen's (1988) reinforcement theory stresses that teachers can strengthen desired behaviors and increase the likelihood that students will engage in these behaviors. Froyen stated that "social forms of approval are effective when the approval comes from people who matter to us, it becomes a powerful statement about us and what we can do." (p. 151). In addition, he added that teachers can get more mileage out of well -chosen words and remarks if these are accompanied by facial expressions, bodily gestures, and touching. He recommends practicing putting words and actions together to produce the best overall effect.. Froyen defined attractive power as the quality that translates the liking for the teacher into a significant form of influence . He added that "teachers who have attractive power know how to use

words and actions to convey a healthy respect and positive regard for children." (p. 153). Froyen noted that when positive words don't work, negative words are likely to be futile as well.

Froyen (1988) reported that reward power can be effective regardless of the student's feelings about the teacher. Being on good terms with students magnify the importance of some rewards for students. He noted that doing something for and with a teacher who has attractive power imbues the activity with satisfaction. He stated that many activities and privileges have an intrinsic value that doesn't depend on the pupil's relationship with the teacher i.e. running errands, caring for class pets, being first in line, choosing an activity, omitting an assignment, and being excused from a quiz. Froyen highlighted that the use of activities and privileges as rewards is only limited by the teachers and student's imagination.

Froyen (1988) reports that tangible objects and materials, edibles, and awards represent a third category of reward. Some examples are pencils, buttons, stars, balloons, cakes, cookies, candy, book covers, book markers, ribbons, and report cards. Teachers often object to prefer not to utilize tangible rewards because the expense and because they feel the use of incentives is a form of bribery. Froyen recommends that schools look for fund-raisers to earn money to purchase incentives.

Token reinforcers, in the form of plastic chips, buttons, colored cards, or paper slips, are often substituted for the real thing. Students can redeem tokens for a predetermined reward or can use them to purchase a reward that has been assigned a certain point or token values. Donavel (1986) in Froyen stated that variations of this point system can also be used by secondary teachers to recognize academic

accomplishments and to later assign letter grades. Froyen recommends that

list of activities could be used as part of a behavior lottery" wherein the teacher records

the listed items on slips of paper, deposits the slips in a large box, and then permits

students to draw one slip in exchange for a designated number of tokens, activity, and

privileges multiplies the vast number of appealing alternatives.

S. Axelrod (1973) and L. A. Hayes (1976) in Froyen (1988) discussed the

token economy to reward the behavior of the entire class. Teachers utilizing Canter's

assertive discipline program had great success with the tactic of dropping marbles in a

jar to acknowledge both individual and group desirable behavior.

Kurt Lewin introduced "force field analysis theory" (as cited in Rodney

Taylor, 1982) as related to adult education. Lewin assumes that in any situation there

are both driving (positive) forces and restraining (negative) forces which influence any

change that may occur. Driving forces are those that exert energy in a particular

direction, tending to inititate a change and keep it going. Restraining forces act to

restrain or decrease these driving forces. Equilibrium is reached when the

mathematical sum of the driving forces equals the sum of the restraining forces (p.8).

Kurt Lewin's theory (as cited in Taylor, 1982) suggests that the adult

educator must seek to determine those common tensions and needs of adults which

initiate drive forces. These needs may be satisfied by stimulating learning experinces

which provide fulfillment and thus supply restraining forces. This in turn leads to

equlibrium. Rodney Taylor (1982) noted that an effective adult education program is

based on the priniciple that desired responses of adults in learning activities should

receive immediate reward or reinforcement. For example, when the learner gives

evidence of significant progress, perhaps through the demonstration of a specific skills,

the instructor should provide immediate reinforcement through verbal recognition or

other appropriate and meaningful reward activites. Other implications emerging from

this theory are:

- Do not use adverse stimuli.
- Do not reinforce undesired behavior.
- in the early states of learning reinforce every desired response. Once learning is proceeding as expected, switch to a reinforcement schedule.
- Reinforce each response immediately.
- Establish convenient secondary reinforcers.
- Extinguish (decrease or eliminate) undesired responses by withholding reinforcement.
- Develop very carefully the hierarchical arrangement of responses.
- Should the student fail, share the responsibility (p. 9).

Nicholas P. Gallo (1972) discussed Project Breakthrough, a two-phase

cooperative effort to retrain leadership personnel in special education and pupil

personnel services in the effective utilization and application of reinforcement theory

and directive and/or diagnostic teaching techniques with handicapped children. Ohio

was divided into a network of six regional projects. Each region was limited to 40

participants, was to form a committee to plan and implement the project and to choose

one public school and one university representative to participate in planning

conferences, project writing, fiscal management, etc.

Phase I took place during the summer months. Each participant was provided

direct experience in using reinforcement theory and individualized teaching techniques

with handicapped children under expert university supervision for a period of not less

than 15 days.

handicapped children in their school districts. A major goal was to have handicapped children improve social-behavioral and /or academic performance. Pre-posttest procedures were used to assess results. Additional help and guidance was provided through a seminar which met monthly to discuss and evaluate the implementation strategies.

Nicholas P. Gallo (1972) found that two of the regional project areas proved effective in training other personnel in the new strategies. In another, 72% of the participants completed their objectives. One regional project area indicated that out of the total 679 academic goals established for 44 children 41 behavioral goals established for 23 children, 61% of the former, and 81% of the later were achieved. In another project, of the 244 teachers and 40 parents trained through inservice sessions, 70% indicated implementation of the newly acquired skills with at least one child. In the same project 83% of the participants successfully designed, implemented, and evaluated behavioral management program.

The research clearly indicates that motivation is improved with incentives. Educators should not limit their inteventions to traditional methods. Educators should allow creative thinking to develop strategies which address problems presented by the target population. Allowing students to become involved in the planning stage has a positive effect on performance.

Chapter 3

Method

Subjects

The subjects included forty (40) disadvantaged female students who attended a vocational training program funded by Department of Labor (DOL). Their ages ranged from 16 to 24 with a mean of 18 years. Students have the option of living on campus (residential) or off campus (non-residential) with their children. The residential students have to ensure that they have a responsible party to care for their children from Monday through Friday. The Department of Labor allocates funds to pay designated child care providers. These students have the option of going home every weekend. The non-residential students attend classes from 8:05 a.m. to 3:45 p.m. Monday through Friday. Many of the non-residential students are head of their household. Their academic backgrounds ranged from grade school dropout to one year of college.

Design

The subjects were randomly selected from the termination roster from January 1, 1994 thru March 30, 1994. Researcher selected every third student from the roster. Students exit the program in the following categories: as vocational completors, resignations, medical terminations, and administrative terminations. Administrative terminations are automatic due to ten (10) consecutive days of absenteeism or twenty two (22) days of cumulative absenteeism within a six month period (AWOL). Medical

terminations are initiated by the Manager of Health Services due to physical and mental health issues. A vocational completor is defined as a student who has completed her vocational training and work experience and is ready to seek full--time employment. Students who obtain an exit date through the resignation committee are called resignations. The purpose of the resignation committee is to discourage students from leaving the program before they have completed their vocational goals and to find solutions to problems that cause students to leave prematurely. The Center Standards Officer (CSO) expels students for violating Center rules by their participation in major incidents, i.e., fighting, weapons, sale of drugs or gang activity. These students appear before a Center Review Board (CRB) that is represented by Center staff from various departments and student leadership. The Center Standards Officer provides the panel members with information on why he feels that the student should be removed from Center and a summary of the students behavior at the Center. The student is usually represented by his or her counselor or a staff of choice. The Center Director has the final decision on disciplinary terminations (DID).

In the current sample only seven (7) or 17.5% of the students exited the program as completors. Five of the seven completors or 71% were involuntary enrollees. The two (5%) disciplinary (DID) terminations were involuntary subjects. twenty five (25) or 62% of the subjects exited as absent without leave (AWOL) terminations These students did not report for ten (10) consecutive training days. Thirteen or 52% of the AWOL terminations were involuntary subjects. The researcher found that the three (3) resignations were all voluntary subjects. The two (2) medical

terminations or 5% were voluntarysubjects.

Table 1

Terminations by Category

Enrollment	AWOL	Completor	Resign	Medical	DID	Total
Involuntary	13 (65%)	5 (25%)	0 (0%)	0 (0%)	2 (10%)	20
Voluntary	12 (60%)	2 (10%)	4 (20%)	2 (10%)	0 (0%)	20
Total	25 (62.5%)	7 (17.5%)	4 (10%)	2 (5%)	2 (5%)	40

Procedure

The researcher interviewed thirty five of the participants prior to termination from the Program. In addition, the students' records were evaluated at the conclusion of their training. The students' counseling folders provided additional information on what the students had accomplished during their tenure and why they left the program. Motivation was evaluated by whether the student reached the standards set by Department Of Labor (DOL). These include average length of stay (ALOS), vocational completion, and job placement at termination. DOL performance standards require students to remain in the program at minimum two hundred ten (210) days. Sixty (66) percent of the students who remain in the program at least sixty (60) days are required to complete their trade prior to exiting the program. Sixty (60) percent of the students who enrolled were exprected to exit with a job. Thirty three (33) percent of the students whose test scores were 6.3 or above on the initial reading test were required to obtain a GED. The records of students who enrolled voluntarily were compared to those who were mandated to enroll by Futures, courts, and parents.

The researcher randomly selected forty (40) students to participate in this study. The subjects were selected from a termination roster by selecting every third student. Fifty (50) percent of the subjects selected for this sample enrolled in the program voluntarily and the remainder enrolled involuntarily.

The researcher compared the vocational completion, average length of stay (ALOS), and GED completion for both groups to determine if the students who enroll involuntarily were more motivated than their peers. Many of the involuntary subjects were head of household and reported problems with daycare, income maintenance and housing.

Chapter 4

Results

The voluntary enrollees' average length of stay (ALOS) was larger than the involuntary enrollees. The voluntary enrollees' mean ALOS was 219.5 and the involuntary group mean ALOS was 182.4. Therefore, the voluntary group appeared to remain in the program longer than the involuntary group. The voluntary group had a vocational completion rate of .05 percent (.05 %) or two out of forty. The involuntary group had a vocational completion rate of twelve (12%) or five out of forty. It appears that the involuntary enrollees completed more with less time in the program. The voluntary group remained in the program longer periods of time but did not accomplish as much in their vocations. This might be attributed to the pressures of external forces, i.e., Futures and the need to complete as quickly as possible in order to locate full-time employment. The involuntary group demonstrated as much motivation to complete their vocational goals, if not more, but were not willing to remain in the program for long periods of time. The involuntary group vocational completion and GED completion rate was not significantly larger than the voluntary group

Nine of the involuntary enrollees accepted full-time employment at the end of the their training or (22.5 %). Only seven of the voluntary enrollees accepted employment to yield a placement rate of 17.5 %. Two of the involuntary subjects (10%) passed the GED. Three of the voluntary subjects passed their GED for a completion rate of 7.5%

Table 2

T-TEST FOR EQUALITY OF MEANS FOR ALOS

	# OF CASES	MEAN ALOS	SD	SE OF MEAN
INVOLUNTARY	20	182.400	131.792	29.470
VOLUNTARY	20	219.500	204.791	45.793
TOTAL	40			

Mean Difference = -37.1000

Levene's Test for Equality of Variance: F=3.942   P=.054

VARIANCE	T-VALUE	DF	2-TAIL SIG	SE OF DIFF	95% CI FOR DIFF
EQUAL	-.68	38	.500	54.456	(-147.365, 73.165)
UNEQUAL	-.68	32.43	.501	54.456	(-148.049, 73.849

T=-0.68 with 32.43 df with a probaility of .50 This is not a significant value.

Based on the findings the voluntary and involuntary students appear to

have different levels of motivation as demonstrated by DOL's standards to

succeed in a federally funded vocational training program. The results of a t-test

to determine if the means of the average length of stay (ALOS) were significantly

different for the voluntary and the involuntary groups. The means of the ALOS

for the two samples were not significantly different at the .05 level of significance

(See Table 2). The voluntary group scores were more dispersed than the

involuntary group which indicates a more heterogeneous groups as evidenced by the Levene test of homogeneity of variance.

Chapter 5

Discussion

The results indicated thater there was not a significant difference in the ALOS of the involuntary and voluntary students. The GED and vocational completion rates were very close as well. Both the voluntary and involuntarily enrolled students appear to have similar motivation as demonstrated by Department of Labor performance guidelines.

Many students at the completion of their training are reluctant to accept full-time employment because they cannot afford to lose their benefits. They realize that they cannot afford the health insurance, daycare expenses and increased rent that accompany their accepting employment outside the home. The National Coaliton on Women, Work and Welfare Reform came together in 1985 out of the concern over the need for an organization to address the needs of poor women and their children. The National Coalition on Women, Work and Welfare Reform (1987) recommend the following to provide assistance to welfare recipients and their families and provide support in increasing their long term economic self-sufficiency:

establishing federally supported income maintenance benefits equal to at least 10 0% of the federally established poverty level;
increasing the Earned Income Credit (EITC) to reflect differences in family size.;

extending income maintenance to all needy families with children.
basing income-tested eligibility and benefit determination only on income
actually and currently available to the family for use in meeting its basic
needs;

ensuring that income maintenance benefits are provided without the
attachment of any mandatory educational, employment or training
requirements;

establishing appropriate measures of state performance in federal/state
programs that focus on identifying the reasons for poor performance and
on finding cures rather than on just imposing penalty reductions in federal
funding;

and establishing methods for determination and provision of aid which
make benefits accessible to all who are eligible and which respect their
dignity (4).

In addition to the income maintenance recommendations above The

National Coalition on Women, Work, and Welfare Reform have made similar

health care, daycare and transportaion recommendations to facilitate a smooth

transition from welfare recipient to work.

Several of the authors (Quinn, 1991; St. Pierre, 1989; Taylor, 1982; Lewis,

1992; Nardini and Antes, 1991; Kammoun, 1991)noted that achievement or

performance would depend on variables outside the student i.e. the instructors, the

principal and how well the curriculum addresses the needs of the targeted population.

In addition, other factors i.e. self esteem, attachment and involvement have

demonstrated positive results in the retention of high risk students.

The present study demonstrates that incentives can be an effective

motivator for females in a disadvantaged training program. The women in the

Futures Program appear to have accomplished more in less time. The students in the current study are very similar to Terrance Quinn's (1991) description of characteristics of youth at risk. Many of the students were classified as lower socioeconomic status, reported personal problems such as substance abuse, pregnancy, trauma from divorce and mental/physical health problems. Quinn (1991) noted that school factors such as retention in grade, course failure and suspension may influence a student's decision to drop out of school. Many of the students in the current study reported similar variables for leaving school. Suzanne St. Pierre (1989) study on nontraditional female students presented similar problems. She recommended that instituions of higher learning remove the barries that can inhibit educational progress, i.e., childcare, flexible scheduling, and counseling services to meet the special needs of the women.

Mary Lois Nardini and Richard L. Antes (1991) found that retention strategies utilized by the principal affected high risk students success in the classroom. Bonnnell B. Kammoun (1991) found that a principal's ability to take initiative or risks is critical to the successes of any school's program. Kammoun (1991) alsoo noted that incentives increases the likelihood of successes. Kammoun (1991) stressed the importance of selecting staff that believe in the program and their students.

The researcher was aware that there were other variables that could hinder individual students performance in the Program i.e. family problems, gang activity, finances. Future studies could assess the students level of motivation and select students at random for study who possess similar levels of motivation. In addition the students differences in academic ability was not taken into consideration with the

original sample. The researcher could have ruled out performance differences if they were all on the same level in terms of academic ability as well. The students in the current study appear to have more interpersonal reasons for dropping out of the program before they have attained their goals. Conflict with peers because of gang affiliation and conflict with administration were the most frequently mentioned reasons for leaving the program.. The Program provided individual and small group counseling to address barriers that hinder student from attaining their goals i.e. low self esteem, substance abuse, mental health issues, pregnancy and social skills deficits. Further attention is needed to recruit students who are willing to remain in the program until they complete a trade and obtain employment. Many staff have expressed the view that the recruiters should be held accountable for the students that they recruit. Currently they receive bonuses for attaining quotas and there are no sanctions for "screening errors." Very little can be accomplished with a client who is five (5) months pregnant upon enrollment when federal guidelines mandate that any student beyond twelve weeks must be terminated. Department Of Labor (DOL) places a great deal of pressure on Center staff to attain set standards for average length of stay (ALOS), job placement, GED completion, vocational completion and reading and math gains. Center staff are required to retain a student in the Program for 210 paid days. They are responsible for locating employment for every student that enrolls in the program. The student that enrolls and leaves after one day that student is in the placement pool. Students are expected to gain 2.0 grade levels in reading and math or attain 8.5 in both areas. In addition, any student that scores 6.3 or above at initial testing are included in

the GED pool. These standards are very difficult to maintain when one is confronted with students who demonstrate multiple problems that affect their progress and attendance.

Limitations

The author did not have the opportunity to conduct pre and post-training interviews with the subjects. In many of the cases. i.e. AWOL, medical, and DID terminations, the students left the program without returning for an exit interview. Conducting exit interviews with every subject could have provided additional information on motivation and lack of motivation to complete the training goals set by counselor and student.

There are many theories of motivation and may methods to apply these theories. All of the theorist above have contributed to our understanding of motivation . The present study could have been improved by assessing the locus of control of the participants to determine if the students who enrolled voluntarily scored higher on internal locus of control as opposed to external locus of control. The voluntary students' motivation to enroll appears to be intrinsic.

The author did not test the subjects academic ability and aptitude for vocational training in order to select students with similar abilities. Future studies should conduct pre-testing in order to select subjects based on similar abilities to rule out differences in performance attributed to academic deficiencies.

The age of the subjects was not taken into consideration. The ages of the students referred by Futures were significantly older than the students that enrolled voluntarily. This variable could be addressed in the screening of subjects to ensure that the subjects are within the same age range.

Recommendations

Staff have recommended the need to implement a mandatory pre-orientation to provide prospective students an accurate overview of the program and to share Program expectations. The goal of pre-orientation would be to discourage those students who are not sincere about vocational training. These students would be encouraged to consider other training options.

Suzanne St. Pierre (1989) advocates that institutions of higher education remove barriers that can inhibit educational proress. St. Pierre recommended that the following barriers should be addressed by adult educators and institutions of higher education.

1. The need for childcare facilities.

2. The need to accomodate job or family responsibilities with scheduling of classes so that more employed women and women with small childen can take advantage of educaional opportunities This can be accomplished by increasing the number of evening, weekend, and once-a-week class meetings available.

3. Counseling services to meet the special needs of this group of women:

   - academic reentry
   - study guide techniques
   - course selection
   - ways to build confidence
   - career counseling

4. Financial assistance available in the form of scholarships, fellowships, and low-interest educational loans.

5. Attitudinal changes and support from the faculty and staff

6. Programs designed to assist a reentry female in her values clarification, decision making, and assertiveness (p.232).

Terrance Quinn (1991) advocated that teacher culture is an important factor in retention of at-risk students. Quinn recommends a culture characterized by teacher accountability for pupil success, as sense of optimism in dealing with hard-to-reach students, and a belief in the extended role of teaching will reduce the attrition rate of at-risk students. Quinn further recommends that the size of the school is another importanct feature in addressing the needs of at-risk students. Quinn noted that small size contributed to the one-on-one relationships between staff and students, as well as a degree of control over school conditions. Quinn noted "on the other hand, student anonymity increases with size, and teachers may feel less accountable for their interactions with large numbers of students" (p. 80). Gary Wehlage in Quinn stated that school design for at-risk students should not exceed 500 students. Quinn also reported success and cost-effectiveness of peer tutoring and computer- assisted instruction as effective as a reduction in class size.

The present study could have been improved by assessing the locus of control of both groups. In addition, the women benefited from a wholistic approach to address their special needs. The nine students who completed their vocational training required coordination of many services in order to remain in the

program. The counseling staff could not limit their counseling sessions to progress and attendance issues. They had to be flexible in dealing with the special problems and concerns presented by their students. More importantly, they had to network with Center staff and community linkages in order to meet the special needs of their assigned students.

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Table 3

JOB CORPS PROGRAM GUIDELINES

Target population	To be eligible for Job Corps individual had to be *16 to 24 years old
*Economically Disadvantaged	*No pending court sentences *No medical problems or psychiatric problems
Basic Education	Two sites with a curriculum that: *was self-paced and competency-based *focused on reading, math, and social skills training
Occupational Skills Training	*Curriculum is:: *is in a classroom setting *Occupation Exploration Program (OEP) *combined theory and hands-on experience *prepares students for jobs in high-demand occupations *Provide at minimum 210 days of training *had been developed with the assistance of the private sector to ensure that graduates would meet Comparison Student Motivation the entry level requirements of local employees.

Training-Related Services	Services are tailored to individual needs and include: * On site housing *Funds for Daycare *Vocational Counseling *Substance Abuse Counselor *Mental health consultant *Minor dental services *On site infirmary *Small group counseling *Transportation *Monthly stipend *Clothing allotment Tutorial Assistance Alternative high school Incentives system tied to length of stay, program attendance and performance
Job Development and Placement Assistance	Job Corps operators and/or their subcontractors are responsible for assisting participants in find training related employment.