

AN APPLICATION OF PATRICIA CROSS' CHAIN OF RESPONSE  
MODEL TO EDUCATIONAL INTEREST/PARTICIPATION OF  
PUBLIC HOUSING RESIDENTS - A CASE STUDY APPROACH

by

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(ABSTRACT)

Using Patricia Cross's Chain of Response model as a guide, this research sought to understand the complex socio-economic and environmental factors that inhibit public housing residents from participating in educational activities. The Chain of Response model developed by Patricia Cross assumes that participation in educational activities by adults whether in an organizational setting, or self-directed is not a single act, but a result of chain of responses, each based on an evaluation of the position of the individual in relation to his or her environment.

The design method for the study is the qualitative case study approach. First, an interview-dialogue technique was used to gather information from 24 public housing residents. The interview questions were structured according to the elements of the conceptual model. The

interview-dialogues were taped in a microcassette recorder and then transcribed. The second part of the data gathering process was accomplished by the use of a survey questionnaire instrument which was administered to 27 different public housing residents. The purpose of the questionnaire was to further explore emerging themes from the interview-dialogue.

Findings show that a majority of the public housing residents in this sample are single adult females raising their children without a spouse. Among the barriers identified by respondents that inhibit their participation in educational activities include: situational barriers such as lack of child care and lack of time; institutional barriers such as high tuition costs; psychological barriers such as lack of interest and being tired of schooling. Findings also indicate that the sample public housing residents are interested in learning Cosmetology, Child Care Provider, Secretarial and Computer skills. Further, findings suggest that respondents prefer on the job training as the best way of getting training in their desired job skills.

The implication of this study is that in order to encourage participation in educational activities by this population, the barriers to participation should be removed. Of greater significance is that public housing providers and policy makers may use information generated in this study to design job training programs in the identified areas of interest of public housing residents.

## DEDICATION

**This dissertation is dedicated to my mother, Mrs. Hannah Uzumma Chukwu, who taught me the benefits of perseverance.**



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## Table of Contents

	<u>Page</u>
ABSTRACT .....	ii
DEDICATION .....	iv
ACKNOWLEDGEMENT .....	v
CHAPTER	
I. INTRODUCTION .....	1
Public Housing Residents as Educationally Disadvantaged Group .....	4
Statement of the Problem .....	6
Participation Models .....	9
Miller's Model .....	9
Rubenson's Model .....	9
Tough's Model .....	10
Cross's Model .....	11
Objectives of the Study .....	15
Assumptions .....	17
Significance of the Study .....	18
Limitations of the Study .....	20
Definition of Terms .....	20
Organization of the Study .....	22

II. REVIEW OF PERTINENT LITERATURE .....	23
History of Public Housing in the United States .....	23
The Comprehensive Housing Act of 1937 .....	27
The Culture of Poverty .....	30
Previous Educational/Training Programs for the Poor .....	34
The War on Poverty .....	34
The Office of Equal Opportunity Programs .....	35
A Critical Review of the Failure of War on Poverty Programs .....	38
Socio Economic Characteristics of Public Housing Residents .	45
Public Housing Residents and Participation in Educational Activities .....	51
The Chain of Response Model as a Conceptual Framework For Understanding Participation of Public Housing Residents in Educational Activities .....	53
Self Evaluation (Point A) .....	53
Attitudes about Education (Point B) .....	54
Importance of Goals and Expectations that Participation will meet goals (Point C) .....	55
Life Transitions (Point D) .....	56
Opportunities and Barriers (Point E) .....	57
Information (Point F) .....	58

	Motivation and Work .....	59
	Motivation and Reasons for Learning by Adults .....	61
III.	METHOD .....	63
	Analysis of Data .....	65
	The Sample .....	66
	Typical Public Housing Project .....	69
	Accessibility to Tenants .....	69
	Cooperation by the Local Public Housing Administrators	70
	Locational Convenience .....	71
	Safety Reasons .....	71
	Personal Observation .....	72
	Data Gathering Techniques .....	72
	Validity and Reliability .....	74
	The Interview Process and Analysis .....	76
	Summary .....	79
IV.	FINDINGS .....	81
	Process .....	81
	Summary of Interview-Dialogue Responses .....	83
	The Results of the Interview-Dialogue Responses .....	120

Self Evaluation . . . . .	122
Attitudes about Education . . . . .	124
Goals and Expectations . . . . .	126
Life Transition . . . . .	128
Barriers . . . . .	130
Information . . . . .	136
Participation . . . . .	138
The Results of the Questionnaire Instrument . . . . .	141
Analysis of the Questionnaire Responses . . . . .	171
Respondents' Easiest to Learn Jobs . . . . .	173
Respondents' Hardest to Learn Jobs . . . . .	174
Respondents' Best Way of Getting Training for Their Easiest to Learn Jobs . . . . .	175
Respondents' Best Way of Getting Training for Their Hardest to Learn Jobs . . . . .	176
Information about Job Training in the Easiest and Hardest to learn Jobs . . . . .	177
Summary of the Questionnaire Responses . . . . .	178
Analysis of the Findings in Relation to the Research Question . . . . .	181
V. DISCUSSION, CONCLUSIONS, RECOMMENDATIONS . . . AND POLICY INFERENCES . . . . .	188
Discussion . . . . .	188

Conclusions .....	190
Recommendations and Policy Inferences .....	192
REFERENCES .....	198
APPENDICES .....	211
A. Verbatim Transcription of the Interview-Dialogue Responses .....	211
B. The Interview Dialogue Questions .....	259
C. The Survey Questionnaire Instrument .....	265
VITA.....	270

List of Tables

Table	Page
1. The Office of Equal Opportunities Program . . . . .	36
2. Relationship between years of formal education and choice of nursing aide as the most difficult job to learn . . . . .	143
3. Relationship between years of formal education and choice of cosmetology as the most difficult job to learn . . . . .	144
4. Relationship between years of formal education and choice of hairdressing as the most difficult job to learn . . . . .	145
5. Relationship between years of formal education and choice of culinary arts as the most difficult to learn skill . . . . .	146
6. Relationship between years of formal education and choice of computer learning as most difficult to learn job . . . . .	147
7. Relationship between years of formal education and choice of secretary as most difficult job to learn . . . . .	148
8. Relationship between years of formal education and choice of nursing aide as easiest job to learn . . . . .	149
9. Relationship between years of formal education and choice of hair dressing as the easiest job to learn . . . . .	150
10. Relationship between years of formal education and choice of learning to become a chef as the easiest to learn job . . . . .	151
11. Relationship between years of formal education and choice of child care as easiest to learn job . . . . .	152
12. Relationship between years of formal education and computer training as easiest to learn jobs . . . . .	153
13. Relationship between years of formal education and choice of secretarial job as the easiest job to learn . . . . .	154
14. Relationship between years of formal education and choice of cosmetology as the easiest to learn job . . . . .	155

15.	Relationship between years of formal education and interest in learning nursing aide .....	156
16.	Relationship between years of formal education and interest in learning hair dressing job .....	157
17.	Relationship between years of formal education and interest in learning computer skills .....	158
18.	Relationship between years of formal education and interest in learning secretarial skills .....	159
19.	Relationship between years of formal education and interest in learning cosmetology .....	160
20.	Relationship between years of formal education and interest in learning to become a chef .....	161
21.	Relationship between years of formal education and interest in learning child care .....	162
22.	Relationship between years of formal education and information on hard to learn jobs .....	163
23.	Relationship between years of formal education and information on easy to learn jobs .....	164
24.	Relationship between years of formal education and choice of formal schooling as a means of getting training for most difficult to learn jobs .....	165
25.	Relationship between years of formal education and choice of employee paid course as a means of getting training for difficult to learn jobs. ....	166
26.	Relationship between years of formal education and choice of on the job training as a means of getting training for hardest to learn jobs .....	167
27.	Relationship between years of formal education and choice of formal schooling as a means of getting training for easiest to learn jobs .....	168



28. Relationship between years of formal education and choice of employee paid course as how to get training for easy to learn jobs ..... 169

29. Relationship between years of formal education and choice of on the job training as how to get training on easy to learn jobs. . . . . 170

## List of Figures

Figure	Page
1. The Chain of Response Model . . . . .	12
2. The Cycle of Deprivation . . . . .	33
3. The Poverty Cycle . . . . .	48
4. Age of Household Heads . . . . .	121
5. Educational Attainment Per Household . . . . .	123
6. Type of Experience in Grade School . . . . .	125
7. Household Income . . . . .	127
8. Effect of Life Transition on Participation . . . . .	129
9. Situational Barriers . . . . .	131
10. Institutional Barriers . . . . .	133
11. Psychological Barriers Affecting Participation . . . . .	135
12. Source of Information on Where to Seek Learning Opportunities. . . . .	137
13. Number of Children Per Household . . . . .	140

## CHAPTER I

### Introduction

There are approximately 33 million families with children in this country. Of this population, 13.5 million or about 40% are low income families and live in poverty (Rich & Vobejda, 1990). There are 1.3 million public housing units housing more than 4 million of these low income families (Dreier & Atlas, 1992). The number of Americans living in public housing has risen from 2.8 million in 1980 to 4.7 million in 1992 (Gugliotta, 1992; Thompson, 1992).

The average public housing resident's income is about \$8,000 (Diesenhouse, 1991, p. 296). For fiscal 1992 budget, the overall Housing and Urban Development (HUD) projected appropriation was \$25.5 billion, of which \$2.156 billion is designated for public housing projects (Mariano, 1991, p. 17). Over the period of seven years from 1981 through 1988, government spending on domestic welfare programs has been cut by \$158.6 billion or 7.6 percent. In the seven year period (1981 -1988), for example, subsidized housing required about 7.8 billion but received only \$4.5 billion (Rich, 1988). During that same period, the overall funding for HUD programs plunged from \$35.7 billion in 1981 to \$14.3 billion in 1989 (Gugliotta, 1992).

In 1988, Senator Patrick Moynihan introduced a bill that recommended remedial education and skills training programs as a means of helping welfare recipients acquire skills that would eventually help them find jobs. The Bush administration favored the enrollment of at least 70% of eligible welfare recipients in some kind of skills training program (Rich, 1988).

Given that more than 90% of public housing households also receive some form of welfare assistance, and the projection that by the year 2000 low income households will grow by more than 5 million, this study then poses the general question "What are the reasons why most public housing residents fail to participate in educational activities?" In their work, Lisman & Ohliger (1978) contend that compulsory education for adults does not necessarily open any opportunity for adults but presents a threat to them. The coercion of welfare recipients into educational programs and the high regard in which education is held by the society as a solution to a variety of social problems pose a threat to individual choice and substitute a negative image of education as punishment as opposed to a positive image of education as an opportunity for personal growth and human fulfillment (Cross, 1979).

One of the purposes of this study, therefore, is to attempt to

understand the several elements and factors that affect the participation of public housing residents in educational activities. Public housing project residents are generally made up of those from the lowest socio-economic strata whose background and environment make it almost impossible for them to continue their education or participate in any form of training activities. A literature search showed that most public housing residents never completed high school (Long, 1983). High school graduation appears to be a significant factor in determining the future participation of adults in educational activities. The literature review tends to suggest that the higher the educational attainment, the more the probability of interest in further education (Anderson & Darkenwald, 1979). In general, adults with limited education are for the most part often "constrained either personally or environmentally to participate" in furthering their education (Kasworm, 1983, p.4).

Public housing residents are portrayed in the literature review as living in an environment of poverty, violence, and having a low motivation for self-improvement. In Washington, D.C., for example, four out of five crimes occur inside public housing developments (Thompson, 1992). Maehr postulates that being from the impoverished stratum of the society places one in a position in which one's attempt for achievement are almost always met with inevitable failure (Maehr, 1984).

### **Public Housing Residents As An Educationally Disadvantaged Group**

Participation studies have indicated that the most favored segments of the population are the most frequent consumers of adult and continuing education. The least economically favored, including minorities, such as Hispanics, Blacks, and other ethnic groups do not participate in adult education (Long, 1983). It is also noted that 90% of participants in adult education are high school graduates, with 33% being college graduates. Public housing residents, minorities, and the socially disadvantaged are not participating in adult education in proportion to their numbers of eligible adult populations (Long, 1983). The population defined as educationally disadvantaged adults shares similar characteristics as public housing residents (such as not completing high school) that make them less likely to continue their education. Lower levels of schooling have been said to generate higher rates of dependency among this group. More than 3.3 million of the disadvantaged population receive Public Assistance; also, the educationally disadvantaged adults such as public housing residents are likely to suffer from poor self concept (Long, 1983).

Four categories of barriers that discourage the disadvantaged adult population from participating in educational activities have been identified as situational, institutional, informational, and psychological barriers.

Institutional barriers are said to be those barriers erected by learning institutions or agencies that exclude or discourage certain groups of learners such as public housing residents from participating in educational activities. Some examples of institutional barriers are inconvenient schedules and restrictive locations, to cite but a few (Cross, 1979).

Informational barriers include not only institutional failure to communicate information on learning opportunities, but also, the failure of many adults, especially the least educated and poorest, to attempt to seek out or utilize information sources available (Darkenwald & Knox, 1984). Situational barriers as related to public housing residents involve the individual's life context at a particular time which in turn pertains to their physical and social environment - cost, lack of time, lack of child care, transportation, work schedule, etc. (Cross, 1979). Psychological barriers are "individually held beliefs, values, attitudes, perceptions that inhibit participation in organized learning activities" (Darkenwald & Merriam, 1982, p. 137). Indifferences toward education, frustration and embitterment resulting from earlier school life, and perhaps chronic unemployment, and without self-confidence and encouragement from family and peers make most educationally disadvantaged adults not too eager to continue their education (Darkenwald & Larson, 1980).

Most persons in the society who lack sufficient reading and writing

skills to function effectively are found in large numbers wherever there are "poor people and wherever there are congregated racial and ethnic minority groups" (Fisher, 1979, p.31). This assertion is especially germane in large public housing projects in urban areas where Blacks and other minorities constitute a majority of public housing residents.

Thomas Childers and Joyce Post portrayed a picture of the educationally disadvantaged as those who do not know which formal channels to explore in order to solve their problems, or what specific program exists that could be of help to them or respond to their need: "Those who spend several hours watching television daily, who seldom read newspapers, magazines or books; those who do not see their problem as information gap, and those who are locked into an informal information network that is deficient in the information that is ordinarily available to the rest of the society" (Childers & Post, 1975, pp.42-43). The social culture of the educationally disadvantaged group is marked by high incidence of birth defects, illness, poor diet, and employment requiring high expenditures of energy. They also lack positive attitudes towards self, others, and the world (Long, 1983).

### **Statement of the Problem**

A variety of studies have been conducted by researchers in Adult



Education on the characteristics of the adult learner, and the obstacles they confront while trying to engage in adult education activities. The concept of adulthood itself is a consequence of growth, maturity, and experience.

Malcolm Knowles defines an adult as "a producer or doer whose chief sources of self-fulfillment are his or her role as a worker, spouse parent, citizen, and whose self-concept becomes that of a self-directing personality" (Knowles, 1980, p.40). Adults, according to Knowles, have a need to be treated with respect, to make their own decisions, and to be seen as unique individuals. For this reason, Knowles points out that adults tend to "avoid, resist and resent situations in which they feel they are treated like children - being told what to do, being talked down to, embarrassed, punished, or judged" (Knowles, 1980, p. 40). The Bush administration's proposal that required at least 70% of welfare recipients including public housing residents to enroll in some form of educational activity, appeared to make educational participation compulsory for public housing residents. Previous research work has shown that barriers that confront adults in educational participation are varied and complex. There is no one single barrier problem. These barriers to educational participation tend to take the form of "idiosyncratic configurations," and their potency bears a direct relationship to the extent the individual is motivated to participate (Darkenwald & Knox, 1984, p.21).

A literature review revealed that public housing is predominantly occupied by minority households. Blacks account for nearly 50% of all resident households, while 30% of all public housing units are occupied by Whites (HUD Guide, 1979). The established pattern of public housing residency has always tended to reflect a white population whose median age is 68, and a Black and Hispanic population of young adults with dependent children (HUD Guide, 1979). The literature review shows that there is a high level of dependency on welfare by public housing residents. Most of the public housing household heads are single adult females who are raising children by themselves without an adult male partner (HUD Guide, 1979). Minorities account for about 75% of the tenants in public housing. About 70% are headed by women and only one in three households is employed (Davis, Churchill & Swanger, 1991).

In essence, this study is primarily concerned with those disadvantaged adult populations whose socio-economic background are characterized by a low level of educational participation, low income, dependency on welfare, single or one parent families (mostly female-headed household heads), and those whose environmental background is marred with violence, victimization, crime, and other ills. Using Patricia Cross' Chain of response (COR) model as a guide, this research study sought to understand the complex socio-economic forces that inhibit public housing

residents from participating in educational activity.

## **Participation Models**

### **Miller's Model**

Many models have been advanced for the study of the reasons why adults participate or do not participate in continuing education. Harry Miller (1967) postulated in his model the relationship between the socio-economic statute (SES) and participation in adult education activities. Miller built his model based on Maslow's needs hierarchy. Miller's force-field analysis attempts to identify the positive and negative forces in the environment to point out that the needs hierarchy is useful in showing the relationship between educational interests and age and position in life cycle (Miller, 1967). The model, however, does not address other issues such as life transitions found in Cross's Model.

### **Rubenson's Model**

Kjell Rubenson's expectancy-valance model draws its origin from the psychological theories of motivation. Rubenson tries to explain human behavior in terms of the individual's interaction with his environment. Rubenson emphasizes that the strength of an individual's motivation to participate in adult education is determined by the combination of positive

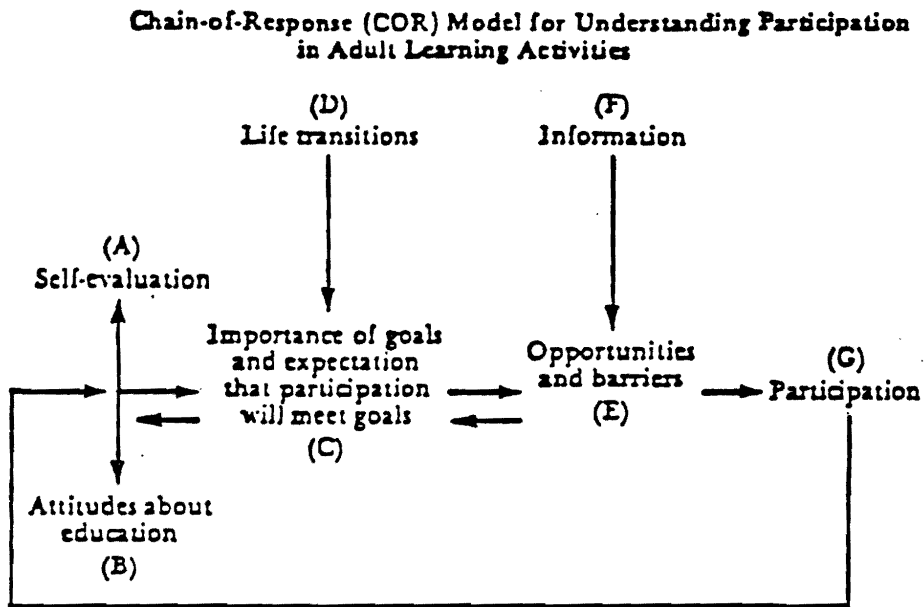
and negative forces existing in the individual's environment. The expectancy part of Rubenson's model contends that the expectation of personal success in the educational activity and the anticipation of being successful in the learning activity will have positive outcomes. The valency part of Rubenson's model deals with the effect or outcome of the participation in the learning activity (Rubenson, 1977). Even though Rubenson's model is helpful in shifting attention to the demographic variables of age, sex, race, etc., it places much less emphasis on the external barriers to educational participation (Cross, 1981).

#### Tough's Model

Allen Tough's model proposes that the anticipated rewards of learning or participation in adult education lie in the adult learner's conscious mind and constitutes a major motivational force that impels the individual to participate in adult education (Tough, 1979). Tough's model as with Rubinson's model does not address the environmental impact on adult participation in education especially those adults from the lower socio-economic class.

### Cross' Model

The rationale for selecting Cross' model over the other models lies in the fact that it provides a concise conceptual framework for application to the study population. Also, while the other models mentioned above contain certain elements relevant to the study, Patricia Cross' chain of response model is more comprehensive, and it provides the best list of categories necessary to understand the educative behavior of the population under study (See figure 1). The variables in the model deal with the possible linkages or interrelationships encountered by the study population as a chain of events that affect the participation of the study population in educational activities instead of dealing with the variables as a single discrete psychological phenomenon. The model also attempts to discuss participation in terms of the aforementioned barriers - institutional, situational, informational as well as psychological obstacles that confront the participation of disadvantaged adults in educational activity. In addition, the model will be used as a structured framework for data analysis.



**Figure 1. The Chain of Reponse Model**

Source: Cross, P. (1981, p.124)

The Chain of Response model developed by Patricia Cross assumes that "participation in a learning activity [by adults], whether in organized classes or self-directed is not a single act but a result of chain of responses, each based on an evaluation of the position of the individual [in relation] to his or her environment" (Cross, 1981, p. 125). The model further emphasizes that motivation or interest by an adult to undertake educational activities must come from the individual before the removal of external barriers. The model suggests that persons who lack confidence in their own abilities avoid putting themselves to the test and are more unlikely to volunteer for learning which might pose a threat to their self-esteem (Cross, 1981). The model will be fully explored in the next chapter.

Among the issues that this study sought to explore is whether public housing residents are aware of the numerous educational opportunities that are available to them. It would be nice to have public housing residents participate in educational activities, but since most of them do not, this study then seeks to understand why they do not participate in educational activities. Research has shown that participation is a fundamental issue in adult education as a great majority of adults are voluntary learners. Darkenwald and Merriam observe that the "effectiveness and. . . survival of educational programs [for adults] depends on a thorough understanding of the needs, problems, attitudes, and preferences of its clientele" (Merriam &

Darkenwald, 1982, p. 118). Motivation precedes learning, and learning itself requires re-enforcement from the "overt or covert" responses made by the learner (Erickson, 1974, p.100).

The work of Anderson & Darkenwald (1979) revealed that previous schooling, age, sex, occupation, race, place of residence, income, and employment status all play a role in the participation of adults in educational activity. Another important element that may be considered to influence participation of public housing residents in educational activity is culture. Culture is defined as "an organized body of rules concerning the ways in which individuals in a population communicate with one another, think about themselves and their environment, and behave towards one another and toward objects in their environment" (Levine, 1982, p.4.).

With the application of the COR model, this study, therefore, sought to understand the multiple complex of impediments encountered by public housing residents that tend to inhibit their participation in educational activities as well as the roles of cultural conditioning and environmental factors that influence their attitudes towards participation in educational activities. In pursuing this objective, the following research questions were designed to guide the process of the inquiry.

1. How does the sample evaluate themselves and their ability to participate in learning activities?



2. How does the attitude held by the sample under study influence their participation in educational activity?
3. Does the sample perceive that participation in education and training activities will help them to meet their goals?
4. What is the life transition experience of the sample public housing residents and how does it affect their participation in educational activity?
5. What information do the sample public housing residents have that links them with learning opportunities?
6. What kind of barriers do public housing residents encounter that reduces their interest in participating in educational activities?
7. Does the sample public housing residents perceive that the removal of external barriers will encourage them to participate in educational activity.?

These are the questions that this study answered.

### **Objectives of the Study**

One of the major objectives of this study was to use Patricia Cross' Chain of Response model to be able to better understand the many factors that inhibit public housing residents from participating in educational activities. The seeming lack of interest by public housing residents toward

educational improvement motivated research interest in this area. Previous research work on educational participation by adults points to the fact that lack of achievement in formal school, changing patterns of interest, and psychological development are some of the factors that constrain adult interest in participating in adult education activities (Buttedahl, 1971).

This study identified those elements listed by the target population that influences their attitude towards educational participation. This research study also examined the social implication of educational participation or non-participation of the estimated four million low income families in this country who live in public housing. Recommendations based on the findings of this study hopefully will be useful in understanding ways through which low income public housing residents will be made aware of the potential learning opportunities that they could exploit for their own benefit. Boshier's participation theory acknowledges that the relationship between learners and their environment is a frequently ignored hypothesis that needs to be addressed (Cross, 1981). The following statements further explain the objectives of this study:

1. To understand how the beliefs, values and attitudes held by public housing residents affect their interest in participating in educational activity.
2. To understand how public housing residents perceive

participation in educational activity as a means of achieving their goals.

3. To understand how life transitional experience of public housing residents affect their interest in participating in educational/training activities.

4. To understand what public housing residents perceive as barriers to their participation in learning activities.

### Assumptions

While acknowledging that some research work has been done in identifying the problems that prevent adults in general from pursuing educational/learning activities, this study assumed that the COR model would be useful in understanding the reasons for the seemingly nonchalant attitude shown by the study population in participating in educational activities. Some of the educational programs designed for the poor do not specifically address the unique problems of public housing residents. The War on Poverty Program, for example, was purely targeted to the unemployed youth (Humphrey, 1964). This study further assumed that in order to properly understand the educative behavior of public housing residents, an intensive interview involving the study sample that probes the way they perceive themselves and their personal situation must be properly addressed. It is also assumed in this study that expanding the

opportunities for constructive work experience and relevant skills training programs would enable public housing residents to maybe improve their situation and assure them that work is not demeaning.

### Significance of the Study

With more than four million people now living in public housing projects across the country and with the vast majority of them depending on welfare assistance as their sole source of income coupled with the suggestion by the Bush Administration to have, at least, 70% of this population enroll in some form of educational or skills training programs, it becomes necessary for adult education practitioners to be prepared to address the educational needs of the population.

The importance of this study lies in the fact that once the learning-related needs of the study population are identified, the Department of Housing and Urban Development (HUD), and other agencies interested in the study population should be able to be better equipped in formulating effective educational programs for public housing residents that would respond to their educational needs. Assuming that poverty, crime and dependency on welfare result from inadequate education, this study purports to suggest education and skills training intervention as a weapon to fight poverty, dependence, violence, and lower self-esteem commonly

found among public housing residents (Rabshuk & Weissert, 1977). Muth (1973) had linked the debilitation, vandalism, and organized crime activities ubiquitous among public housing residents to the serious lack of educational facilities.

Results obtained in this study hopefully could potentially provide the basis upon which adult education administrators and the United States Department of Housing and Urban Development (HUD) who sponsor public housing could use to encourage public housing residents to involve themselves in educational activities. It is also the opinion of the author that the right kind of education, training and counseling services tailored according to the needs and interests of the target population will encourage them to participate in learning activities.

It is expected that findings in this study will hopefully lead to further empirical inquiry into the development of new techniques for motivating and helping disadvantaged adults to participate in educational/training activities. Lastly, knowledge gained in this study will be adopted by the author to be applied in solving similar problems in the author's country.

### **Limitations of the Study**

This study is strictly limited to household heads of public housing residents only. Because of limited resources the interviews and questionnaires were administered only to public housing projects in the Washington Metropolitan area, specifically those in Virginia, Maryland, and the District of Columbia. This inquiry did not include other disadvantaged or protected adults such as the handicapped.

### **Definition of Terms**

The terms used here are broadly defined in relation to their relevance to the study. Terms may have wider definitional meaning than those expressed here, however, the following definitions are offered for the purpose of the study.

#### **Public Housing Residents**

Families whose income are not sufficient enough to cause them to afford their own housing in the housing market, and as such either live in public housing projects, or have their rents substantially subsidized by the Federal Government.

#### **Aid For Dependent Children (AFDC)**

A monthly monetary stipend disbursed by the government to families with limited income to help them offset the cost of raising their children.

### Public Housing Projects

Decent, safe, and sanitary housing within the financial reach of families of low income developed and administered to promote serviceability and efficiency by a local government agency (Ebenstein, 1940).

### Adult Education

The process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills (Darkenwald & Merriam, 1982).

### Training Activities

Those activities designed specifically to elicit certain kinds of behavior or competencies necessary to master a specific skill for the performance of a specific task.

### Motivation

The desire, interest, or impulse that stimulates an individual to undertake a certain action or commitment.

### Participation

Voluntary involvement of adults in educational/training activities.

### **Organization of the Study**

The organization of this study follows the standard format of a dissertation plan. The study is divided into five major parts or chapters.

Chapter One discusses the background of the problem, its significance to the professional field, the population under study, and what the author expects to gain from the study. This chapter also discusses the assumptions, defines some selected terms, and presents research questions that guided the study as well as limitation(s) of the study.

Chapter Two provides a review of pertinent literature relevant to the overall research scheme and a conceptual framework within which the theoretical foundations of the study is outlined in the previous chapter.

Chapter Three focuses on the research method and techniques used in gathering the data, the research design, the population studied, including the reasons given for the research design used.

Chapter Four presents the research findings providing tables and demographic information generated by the study.

Chapter Five serves as the concluding chapter. It discusses research findings, summary, recommendations and conclusion.



## CHAPTER II

### REVIEW OF PERTINENT LITERATURE

#### History of Public Housing in the United States

Early public concern on housing centered around the regulation of use and occupancy of housing rather than the production of housing. Regulations governing housing in the United States before the first World War were primarily enacted by municipal governments rather than the Federal Government. Large urban centers were preoccupied with the containment of fire hazards in homes. Fear of fire hazards prompted the legislation in New York City of the first such laws outlining minimum standards of fire, lighting, air, and sanitation in homes (Wood, 1931, pp. 114-116).

The New York housing standards, coupled with the model housing law drafted by the National Association of Housing in 1914, set forth the basis for similar state and municipal legislations across the country. Some of the other states that adopted the National Housing Association's model housing law include Michigan, Illinois, Pennsylvania, Massachusetts, Iowa, and California (Wendt, 1963).

The advent of the first World War exposed the acute shortage of

housing in the country. Shortage of housing for war machinery industries and its allied factories forced an aggressive involvement of both the public and private sectors in the production of housing to support the war effort. The federal government realized a need to house soldiers and their families as well as those other workers in war manufacturing industries and their families.

Actually, the first housing action that was taken by the Congress of the United States that addressed housing issues was the appropriation in 1892 of \$20,000 to finance a survey of slums in large urban cities (Wendt, 1963). This amount was too infinitesimal to conduct a large scale survey of slum areas in the United States, and as a result only a few urban areas were selected and surveyed. The result of the survey, however, portrayed the magnitude of the urban slum problem. Using the findings of existing housing surveys conducted in 1916, the Council of National Defense recommended that the provision of housing for workers in war time industries would more adequately be handled by the Federal Government rather than by the private industry (Wendt, 1963).

Another factor that led to the federal intervention in housing was a sharp decline in 1917 of residential construction which resulted in critical housing shortages in many war production oriented communities. The decline in new housing construction, especially multi-family housing,

propelled the organization of rent control committees in many cities to prevent the skyrocketing cost of housing.

Thus, the expressed need to provide housing for war time workers forced the Federal Government to intervene in the housing industry. In 1918, Congress authorized the United States Shipping Board and the Emergency Fleet Corporation to provide housing for its employees in the shipyard industries. In pursuit of its aggressive war time housing policies, the United States Government extended credits and loans to private real estate companies organized by the shipping boards to provide housing for its workers.

While government loans were made to private real estate organizations to provide housing for war time workers, the newly created United States Housing Corporation (USHC) undertook the direct planning, construction, and operation of housing for defense workers. The Corporation built and managed well over 5,000 single family dwelling units, in addition to apartments, dormitories, and hotels in twenty-five localities (Wendt, 1963).

The emergent federal initiative in housing construction was given a boost by state and local governments which followed suit in the administration of housing programs to benefit at least the middle income families. Some states offered to finance long-term loans with little down

payment to finance homes purchased both in rural and urban areas by war veterans. The terms of these loans which included small down payments, low interest rates, twenty-year mortgage terms were all considered to be generous and unprecedented taking into account the prevailing real estate practice of the period. State and local governments initiated rent controls as a device to help low income families maintain their existing places, while local tax exemption benefit were extended to private housing corporations and real estate companies venturing into the production of multi-family housing. The New York State Housing Law of 1926, for example, provided exemption from state and municipal taxes to limited dividend housing corporations which in return were required to limit themselves to a return of only 6% of their investments and also to accept limited rents (Wendt, 1963). The participating corporations were able to "provide nine housing projects that housed approximately 1,700 families at an estimated cost of about \$9,000,000" (Wood, 1931, p.101). By the standards of its time, this achievement was by no means a minor feat.

With the end of World War I came a lull in housing production and legislation. In 1920, however, a committee appointed by the United States Senate to look into the housing situation recommended that the solution to the housing shortage must be initiated by the private sector and to be supported by the Federal Government. The Committee brushed aside any

notion that envisions government intervention in the production and management of housing for any particular group of people.

The preceding paragraphs have shown how the Federal government was briefly drawn into the production of housing for war time industrial workers. Limited insight into the magnitude of housing problems or the complexities of both social and economic milieu of the culture of the occupants of these housing projects were of little, if any, value at all by the federal government. The private housing industry did not fare any better. They failed to tap the seemingly willing resolve of federal, state, and local governments to launch a massive large scale housing production. The result was that the conclusion of World War I saw the end of most of the housing programs.

### The Comprehensive Public Housing Act of 1937

Prior to the Great Depression of the thirties, one-third of the people in the United States lived under subnormal housing "conditions, and about a tenth lived under conditions which were an acute menace to health, morals, and family life, conditions which tended to produce degenerative changes in those subject to them" (Wood, 1931, p.7). The suspension of gold standards as a measure of monetary value and the banking crisis of 1931 and 1932 deepened the depression. Bank failures occurred in large

numbers. The rate of mortgage foreclosures rose very sharply as banks could not renew their mortgages since they had no money.

This situation led to the establishment of the Federal Home Loan Bank Board (FHLBB) by an Act of Congress in 1932 to serve as a source of credit for lending institutions. In the following year, the Home Owners Loan Corporation (HOLC) was established to help families prevent loss of their homes through mortgage foreclosure or tax sales which were becoming rampant.

For low income families, the Federal government created the Reconstruction Finance Corporation out of the Emergency Fleet Corporation and charged it with among other things to "make loans to corporations formed wholly for the purposes of providing housing for families of low income, or for the reconstruction of slum areas which are regulated by state and municipal law as to rents, charges, rate of return. . ." (Emergency and Construction Act 72nd Cong, GPO, 1932, p.520).

Among the notable projects embarked upon by the Reconstruction Finance Corporation (RFC) was the advancement of \$8,059,000 to Fred French Company of New York for the construction of the Knickerbocker Village. The village was built on the Lower East Side of Manhattan and it contained 1,593 units (Fisher, 1959).

Before the passage of the Housing Act of 1937, the entire mortgage

market was still at the verge of total collapse. Unemployment still persisted and there was a growing need to develop a comprehensive housing program that will not only deal with Home Ownership but also housing for low income families.

In 1937, a comprehensive Housing Act was enacted by the Congress of the United States which established the Public Housing Program. The Act stated in part that:

"It is hereby declared to be the policy of the United States to promote the general welfare of the nation by employing its funds and credit, as provided in this Act, to assist the several States and their political subdivisions to alleviate present and recurring unemployment and to remedy the unsafe and unsanitary housing conditions and the acute shortage of decent, safe, and in sanitary housing conditions for families of low income, in urban and rural areas, that are injurious to health, safety, and morals of the citizen of the nation." (Fisher, 1959, p.93)

The 1937 Housing Act which also established the United States Housing Authority (USHA) made it possible for federal funds and credit to be expended for the production of low income housing for families of low income. Low rent housing, according to the Act, was defined to mean decent, safe, and sanitary dwellings within the financial reach of families of low income which is to be developed, and administered to promote efficiency, economy, and stability (Fisher, 1959).

In order to participate fully in the program, the USHA encouraged

the states to enact enabling legislations authorizing the creation of public corporations and Local Housing Agencies (LHAs) which later became known as Public Housing Authorities (PHAs) to produce and manage the public housing projects. This set the machinery in motion for federal, state and local government involvement and participation in the production, ownership, and management of public housing for low income families.

### The Culture of Poverty

Anthropologists have tried to explain the concept of culture in different ways. Holman (1978) defined culture as a systematic, integrated pattern of living. Another author explained that the culture of a "particular people or other social body is everything that one must learn to behave in ways that are recognizable, predictable and understandable to those people of the same group" (Valentine, 1968, p.3). In 1990, there were approximately 13.5 million American families with children who live in poverty (Rich & Vobejda, 1990). The poverty culture has sufficient distinct characteristics that make it quite different from others in the same region. Holman identified four major characteristics that make up the culture of poverty.

The first common element identified in the culture of poverty is that the poor are characterized by lack of participation and integration into the



major institution of the larger society. They do not belong to trade unions, voluntary societies, or political bodies. They have a critical attitude towards some of the basic institutions of the dominant classes, "hatred of the police, mistrust of the government and cynicisms that even extend to the church and the institution of marriage" (Holman, 1978, p.107).

The second element of the culture of poverty is characterized by its minimum organization beyond the level of the nuclear family. Holman contends that this situation is expected given that the poor do not participate in social organizations, or political movements.

The third element is the family and sexual practices of the poor which varies widely from that of the outside or dominant culture. Holman noted the absence of a prolonged and protected childhood life cycle and early initiation into sex, consensual marriages, high incidence of single parents and wife abandonment and relatively high numbers of children per family. (Holman, 1978).

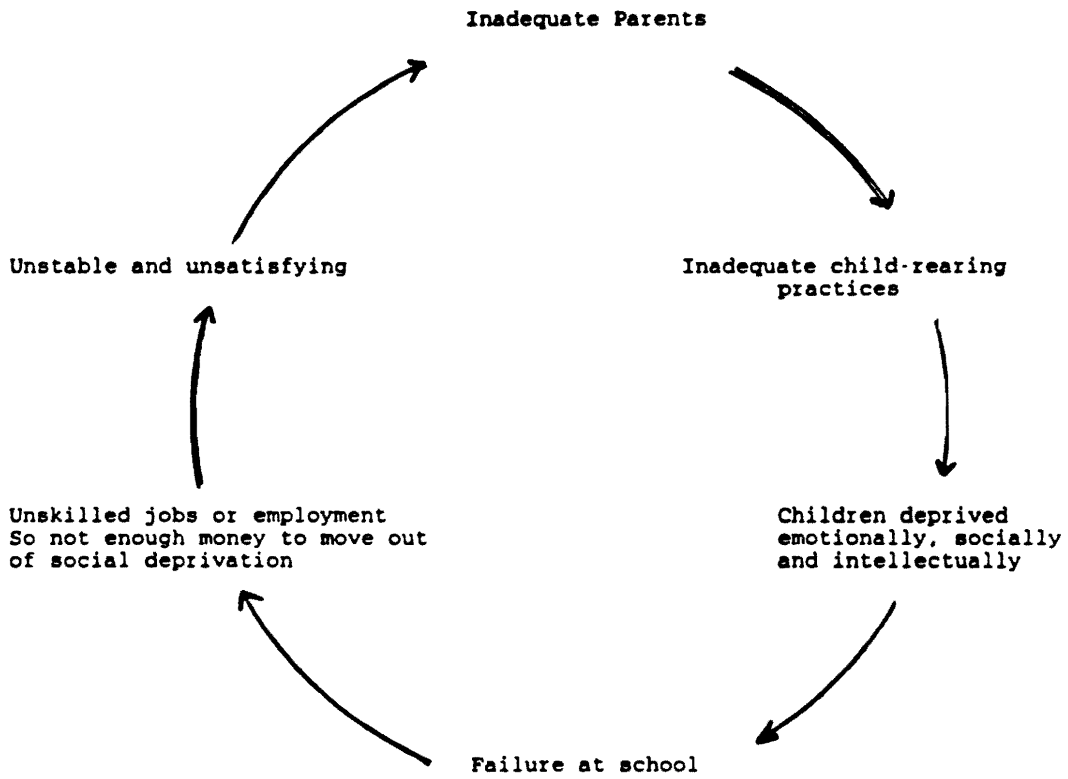
The fourth element identified in the culture of poverty include attitudes of helplessness, dependency and inferiority complex that prevail among the poor. Holman contends that the poor have little motivation for work, personal advancement and change. He states further that their lack of impulse control and little ability to defer gratification and plan for the future are ubiquitous in the culture of poverty (Holman, 1978).

The prevalence of poverty in a community fails to prepare its members for school. The "attitudes and skills instilled by the culture is such that would not correspond with those of schools which are shaped by the dominant culture" (Reissman, 1962, p.3). The resultant effect is that a child from such a background is not happy at school, does not read well, appears unmotivated, possess no well-formulated career plans and on leaving school; settles down to a life of poverty (Reissman, 1962).

Poverty culture is characterized by broken homes, irresponsible male behavior, and acceptance of illegitimacy (Glazer & Moynihan, 1963). The family structure of the lower class culture which is characterized by poverty according to Moynihan is the deterioration of its family structure which is highly unstable, and rapidly approaching complete breakdown (Moynihan, 1965, p.5). Valentine pointed out that poverty culture is highlighted by "emasculated males, educational failure, delinquency, crime, and immoralities" (Valentine, 1968, p.30).

The major elements identified as common forces inherent in poverty culture include: early indulgence by parents, sudden decline of parental attention, dominant mother and weak father, weak emotional ties, precocious awareness of sex, conflict in the home, lack of privacy, inability

## The Cycle of Deprivation



**Figure 2.** The Cycle of Deprivation  
Source: Holman, 1978, p. 117.

to postpone satisfactions, marked narcissism, rebellious attitudes toward authorities, and tendency to flee from unpleasant experiences are said to be found among those whose environment is characterized by poverty (Holman, 1978, p. 113).

As of 1991, the percentage of Americans with incomes below the government's official poverty line (\$13,924 for a family of four) was 14.2% (Rich, 1992, p.A2). Among the reasons given for the persistence of poverty include rapid growth of one parent female-headed households. Such families generally have low incomes, with no husband to provide support while the mother takes care of children.

### Previous Educational/Training Programs

#### For the Poor

##### The War On Poverty

The declaration of the War on Poverty was preceded by various socio-economic factors, chief among them were the problems of unemployment and poverty among low income families such as those in public housing. National unemployment figures reached an all time high of 7% in 1961. Regionally, "unemployment soared up to 9% in Buffalo, New York, 10% in Youngstown, Ohio; 11% in Detroit, Michigan and Pittsburgh Pennsylvania" (Ginsburg, 1972, p.130). The percentage of families with children living

below poverty line in 1986 was 20%. In 1990, poverty rates for female headed household heads with children rose to 42.8% (Rich,1990).

The signing in 1964 of the Economic Opportunity Act by President Lyndon Johnson officially launched the War on Poverty. Following the passage of this Act, several employment and training programs were launched to combat the poverty problem among low income families. The new strategies employed by the Act were aimed at breaking the cycle of poverty and making the poor more independent by upgrading their skills and employment capability through training programs (Ginsburg, 1972).

#### The Office of Equal Opportunity Programs

Between 1964 and 1968, the Office of Equal Opportunity, through which most of the poverty programs were administered, allocated about \$15 billion to the various agencies that were supposed to administer programs that were geared towards increasing the earning power of low income families, especially those families that depend heavily on public assistance such as public housing residents. Among the many programs undertaken by the OEO (See the next page for a listing of some of the OEO programs) were the initiation of the work-training program for over 400,000 underprivileged youths throughout the country and the work training program which was meant to assist in financing publicly owned or non-

TABLE I

## The Office of Equal Opportunity Programs

Program	Transfer Date	Recipient AGENCY
Work Study	1965	Health, Education & Welfare (HEW)
Adult Basic Education	1966	HEW
Small Business Loans	1966	Small Business Administration
Neighborhood Youth Corps	1968	Labor
Foster Grandparents	1969	HEW
Head Start	1969	HEW
Upward Bound	1969	HEW
Job Corps	1969	Labor
Rural Loans	1971	Discontinued
Comprehensive Health Care	1973	HEW
Migrant Labor Aid	1973	HEW
Alcoholism and Drug	1973	HEW
Aid to Indians	1973	HEW
Legal Services	1974	Legal Services Corp.
Community Economic	1974	Commerce
Community Action	1974	Community Service Administration

Source: Dorothy James, 1975, p. 87

profit organization projects calculated to provide employment and work experience to over 200,000 young people (Humphrey, 1964). Other anti-poverty programs provided by the OEO included the Neighborhood Youth Corps, the Community Action Program, Job Corps, Adult Basic Education which is still in existence today and several other programs.

By 1967, when the anti-poverty program reached its peak, federal spending on behalf of the poor totalled about \$21.1 billion including \$1.6 billion by OEO (Anderson, 1978) The success of OEO programs in combating poverty was mired by the problems of coordination, supervision, and often protracted political imbroglio. Different programs of the OEO were placed under different semi-autonomous agencies which were supposed to be supervised by the OEO.

A brief look at the organization of these agencies as discussed by Dorothy James confirms the confusion. The Neighborhood Youth Corps was placed under the Department of Labor, the Work Enterprise Program was under the tutelage of the Department of Health, Education and Welfare (HEW), and the Rural Loan Program was placed under the Farmers Home Administration. OEO was charged with the responsibility of setting fund allocations to its programs in tandem with the administering agencies such as the HEW and the Department of Labor. OEO's funding allocations to these agencies were in turn submitted first to the Bureau of Budget (now

the Office of Management and Budget) which reserved the right to make final decisions on funding levels to these agencies. To compound the already intricate coordination problem the Economic Opportunity Act of 1967 further required OEO to submit its annual budget plans to Congress for approval (James, 1975, p.80).

Despite the web of confusing responsibility and delegation of activities, the OEO was able to launch certain programs that temporarily alleviated the problem of unemployment among low income people. The catalog of federal programs for Individual and Community Improvement compiled in 1965 by OEO listed 250 programs administered by 15 agencies that carried out anti-poverty related programs (James, 1975).

### **A Critical Review of the Failure of War on Poverty Programs**

From an ecological viewpoint, all populations compete among themselves for space (housing), social class, and comfortability (Lieberson, 1963). Populations compete between and among themselves for space and social status. In housing, for example, "the status of blacks, regardless of their occupation, education or cultural level are lowered with respect to whites" because of their race (Lieberson, 1963, p.5).

Several reasons have been advanced for the failure of war on poverty



programs. Perhaps one of the reasons why the War on Poverty programs failed was the inability of the program to target the whole spectrum of the population that needs services. For example, in its Youths Corps Jobs program, "participation in skills training activities were limited mostly to urban youths" (Carson, 1969, p.261).

The War on Poverty and its related programs failed among other reasons because of government oversight in delineating the ethnic and racial characteristics of the poor. Patrick Moynihan has suggested that "part of the singular dynamism of the American economy and the society that produces it can be attributed to the unprecedented mixtures of ethnic and religious groups" (Gordon, 1965, p.45).

Margaret Gordon alluded to the fact that poverty will continue to exist so far as entrances to poverty exceeds exists from poverty (Gordon, 1963, p.108). Greater increase in family formation, especially large families as found in most public housing projects, will influence the overall poverty population and, if not checked, will pose a great problem for the government. Gordon, therefore, suggested that "public and private resources can help the poor to increase their earning power and realize their great potential" (Gordon, 1963, p.109). One of the ways to help the poor realize their great potentials and increase their earning power is by making them aware of educational opportunities and rewards of participation in

educational/skills training programs.

One of the main reasons why the War on Poverty failed was its inability to take into account the burden which the poor places upon the non-poor. Gordon presumed that the need for police, fire, and public health protection is raised because of poverty among the society. She proposes integration of the poor and the non-poor as one of the ways of eliminating poverty (Gordon, 1963). The 1964 War on Poverty programs failed to realize this fact. Integration of the poor with the non-poor would allow the poor to look up to the non-poor as their models and hopefully aspire them to get out of their poverty situation.

The War on Poverty does not envisage this perspective. Since most public housing residents are poor and are lumped or segregated in a particular residential area (projects), obviously, there would be no role models for them to look up to. This is especially true for children of public housing residents.

The educational programs espoused by the War on Poverty were mainly targeted to the unemployed youths. The programs which were primarily "task-oriented did not attune itself to the basic institutional rearrangements essential to dealing with the long range implications of the problem" (Gordon, 1965, p.281). Poverty, like other social problems, does not lend itself to a single cause and effect etiology (Gordon, 1965). Poverty

is a problem of multiple causation and its solution demands an attempt to launch a full scale war on poverty would be approached in a multi-dimensional and comprehensive fashion that would entail the involvement of both the public and private sectors and civic group organizations (Gordon, 1965).

For the Hispanic population in most urban public housing projects, cultural differences have produced large families headed by underemployed and unskilled adult males. For this population, their problem is even compounded by the fact that most (Hispanic households in public housing projects) have language barrier. They speak and understand minimal English language (Lieberson, 1963). "Assimilation of ethnic groups into the main stream of the society is closely associated with the ethnic groups' ability to speak and understand the language of the majority" (Lieberson, 1963, p.6). This brings a new dimension in providing training to this special population in public housing.

Another problem that the war on poverty programs failed to address was that of illegitimacy. It could be argued that illegitimacy was minimal in those days; however, it needed to have been addressed since as earlier mentioned, any assault on poverty should be approached in a multi-dimensional fashion.

Illegitimacy occurs more frequently among the urban poor especially

those in public housing projects. Association of poverty with illegitimacy can be seen by the fact that most people who live in public housing are mainly composed of mothers with illegitimate children. Illegitimacy is said to be an aspect of reproduction which tends, in many cases, at least, "to complicate the lives of young people in poor families and which handicaps them in their struggle to complete their education and get started economically" (Gordon, 1965, p.313).

The poverty programs of the sixties which advocated job training programs for youths (and adults alike) pretty much did not reckon, or, at least, anticipate the changing character of the poor. Even though the poverty programs were directed to the poor, it was not primarily targeted to the population in public housing. This population has its own distinct characteristics which differ in many ways from those populations targeted by war on poverty programs.

A majority of public housing residents are, as mentioned earlier, composed of young single-female headed household heads with children. Most of these household heads are black (at least in major urban centers such as Washington, D.C.).

In order to avoid the mistakes or the oversight of the previous poverty programs which did not take into account the various needs of the program participants this study went a step further by using the list of

categories provided in the COR model to examine not only the educative behavior of the target population, but also those other elements that impede their participation in educational/skills training programs.

The war on poverty which also initiated the Jobs Corps program was primarily masculine in nature, designed especially for the unemployed youth. The program took the youths out of their homes to job training centers. The people who volunteered for the programs were less concerned with housing than with jobs. The character of the population in this study is different. In broad terms, the target population in this study are primarily composed of single female household heads with children whose average age is thirty-one. It has been argued that the most devastating effect on war on poverty programs especially the welfare program, is the destruction of work incentives for the poor on welfare. The nature of our new welfare programs and the massive increases in welfare payments have combined to "sharply reduce, and in some cases eliminate altogether, any financial incentive for welfare recipients either to get a job or to attempt to increase their current low earnings," (Anderson, 1979, p.43).

Most of the welfare programs were designed and developed to take care of the needs of a particular poor segment of the society, and after little or no thought seems to have been given to the effect or their interaction with other welfare or public assistance programs. The effect being a

negative incentive on a poor persons incentive to work (Anderson, 1979).

A major reduction in the work effort of the low income population might pose a greater social, economic and political ramifications. It is highly uncertain whether guaranteeing incomes would really cause welfare recipients to have low motivation for work at all. Anderson argued that "if someone has the option of working or not working to obtain the same or almost the same amount of income, all things being equal, the person will chose not to work" (Anderson, 1979, p.88). Poor people like those with high income make the same rational economic decisions. "If their income is little affected by working more, they will not work very much more. If their income is little affected by working less, than they will work less" (Anderson, 1979, p.119). The Bush administration outlined a conservative theory on poverty, holding the opinion that the many measures once thought desirable to combat poverty have a pernicious effect of prolonging it. The Bush administration's position is that the availability of welfare causes people to sharply reduce their work effort (Rich, 1989). Research Findings by Isabel Sawhill as reported in the Washington Post blamed such demographic changes as the growth of one-parent family which produces an average poverty rate of 1.3% annually as the main sustenance of poverty. Education and Training programs were said to have some impact on reducing poverty (Rich, 1989).

In essence, the previous poverty programs were considered to be short-termed government generated jobs designed primarily for the masculine urban youth in the construction and allied industry. The situation has now changed. Construction work is generally not looked upon as the principal domain or employer of the target population. Other necessary occupations that require training skills of the sample under study needs to be initiated.

### Socio-Economic Characteristics of Public Housing Residents

It will be erroneous to describe the type of people who live in public housing projects without, first of all, grouping them in terms of household heads in relation to income. Previously in Chapter One, low income families have been described, according to Ebenstein, as those in the lowest income group who cannot afford to pay enough to cause private enterprises in their community to build adequate supply of rental housing for them. This definition can be modified a little bit because what constitutes low income in a particular locality or region in the United States may not necessarily apply to other localities or regions.

The term low income is modified to accommodate Housing and Urban Development (HUD) eligibility criteria for the qualification of its housing

program assistance. HUD attempts to relate families' income in proportion to their locality's median household income. A family of four, for example, whose total household income is less than 80% of a local area median income for the same family size is considered to be a low income (family in that particular locality). On the other hand, if the total household income for a family of four is not more than 50% of the local area median income of the same size (4), the family is said to be a very low income household. It is this latter group that most likely constitutes the clients of public housing projects. The Census Bureau puts the number of all Americans who live in poverty in 1991 at 35.7 million (Frolic, 1992). It is estimated that over 80% of public housing residents live below the poverty line (Thompson, 1992).

Residents of public housing projects during the initial inception of the program (public housing) constituted mainly of veterans, elderly, and transient or upward mobile families temporarily unemployed and homeless who would voluntarily move out of public housing in search of better private housing in the housing market once they are able to find jobs and increase their earning capacity (Weissert & Rabushka, 1977).

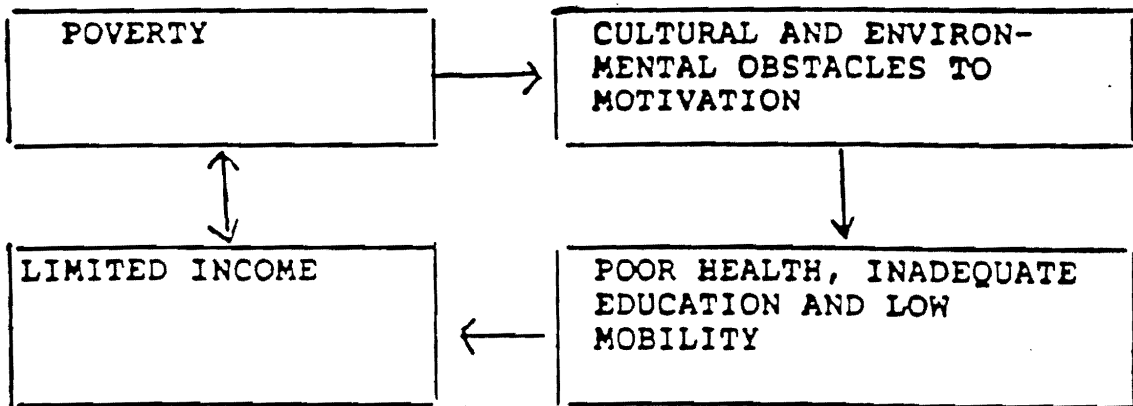
Most recently, poverty has been identified as the one single characteristic that most residents of public housing have in common. According to the study conducted for HUD in 1979 by the Center for Social



Policy of Temple University, poverty is said to be a consequence of the imbalances of the forces of supply and demand and the nature and location of labor forces which festers a sense of powerlessness on the account of the individual to confront an array of the complexities of the labor market. The Temple report also produced the poverty cycle diagram on the next page.

In the poverty diagram, limited income is perceived as the sole cause of poverty. When people have less disposable income, their purchasing power is limited, so are their choices in terms of affordable housing. Poverty, according to the Temple University study, is the result of the effect of limited income which may occur due to "changes in the methods of production, the demand in production, or the cost of production," (HUD Guide, 1979, p.11). If these changes occur in a local economy, unemployment is almost certainly guaranteed. Families with higher education can easily adjust to these changes because they are probably more psychologically prepared than poor families who find it more difficult to adjust to the changes in the economy and then to accept the situation.

It is shown in the poverty cycle (on the next page) that poverty in turn leads to cultural and environmental obstacles to motivation to participate in educational activities. The learner is motivated "not by artificial incentives of academic organizations or institutions, but by the honest desire to know and to enrich his experience for everyday use"



**Figure 3. The Poverty Cycle**  
Source: HUD Instructor's Guide, 1979, p. 11

(Knowles, 1991, p.33). Educational motivation is concerned with individual biases and subjective distortions in tasks such as "setting aspirational levels, (goals), explaining success and failure, evaluating outcomes, and assessing personal ability" (self-evaluation) (Klue & Weinert, 1987, p.11). (Goals and self-evaluation will be further discussed in the subsequent sections.) It has already been observed in Chapter One, that the culture of public housing is such that breeds violence, crime and vandalism among its residents. This type of environment obviously leaves little if any room at all for motivation of any kind. Motivational factors are therefore considered as very important determinants of participation in learning activities.

The last effect in the rudder of the poverty cycle, poor health, inadequate education, and low mobility, should, in fact, have been the major causes of poverty among public housing residents. There is a strong correlation that income level rises with the level of ones education. If public housing residents are exposed to the right type of education, training and proper counseling, they should be able to adjust to the complexities of the forces of supply and demand of the labor market.

The Temple University study identified public housing residents as those who share the commonalty of lack of education, training (in job skills), depend on welfare assistance, high percentage of female-headed households, neighborhood in stability, high incidence of criminal activity, fear of victimi-

zation, and racial segregation (HUD Instructors Guide, 1979). Some major trends that characterized this population's socio-economic circumstances were identified as:

1. Chronic unemployment or intermittent employment;
2. They are mostly unskilled, and therefore hold menial jobs;
3. High rates of marital instability;
4. High number of female-headed households.
5. High incidence of illegitimacy and incessant quarreling among

family members.

Among other characteristics of this population include low level of education (not completing 12th grade), single household heads younger than 25 years, and families with several children (HUD Guide, 1979). In many urban cities, public housing projects isolate and concentrate poor minorities dependent on welfare, suffering from high unemployment rates, teenage pregnancy, single parenthood and a climate of serious crime (Dreier & Atlas, 1992, p. 18). In Washington, D.C., for example, four out of five crimes occur inside public housing projects (Thompson, 1992).

In Washington, D.C., there are over 25,000 public housing residents officially renting 11,769 public housing units. The population of the District of Columbia public housing residency shows that women comprise 62% of household heads. The median age of household heads for families excluding

seniors is 25, and the average household income is \$7,600. The average family size is 2.65, and the average educational level of household heads is ninth grade. About 65% of household heads are recipients of Aid For Dependent Children (AFDC), and only about 10% of household heads receive other income absolutely from employment. Of these, 7% are in the laborer or hold unskilled employment. The remaining 3% work for either local or federal government (L. Murray, telephone conversation, January 28, 1993). Public housing residents face the daily fear of death from drugs, drug wars or random shots that hit innocent victims (Dreier & Atlas, 1993).

In sum, the overall picture of public housing tenancy is of a population whose household composition, educational level, environmental and socio-economic circumstances make it highly dependent on outside sources of financial support and eliminate any motivation for participation in educational/training activities. The economic circumstances that impinge on this class is such that if not checked by the intervention of education and counseling will continue to perpetuate itself to the population.

### **Public Housing Residents and Participation in Educational Activities**

Some researchers have made numerous attempts to explain the low rate of participation in educational activities by lower socio-economic classes such as public housing residents. The most notable explanations given why

these people have low rate of participation frequently include such reasons as "less money, transportation, jobs, etc." (Cross, 1981, p.55). The amount of educational attainment has been found to have a profound influence on full time participation in educational activities among many socio-economic classes. High school graduation seems to play a significant role in future participation in adult education. It has been mentioned in the previous chapter that public housing residents are comprised mainly of those who have not completed high school education. Reissman (1962, p.12) concluded in his work that those with little amount of education do not see education as an opportunity for self-improvement. The work done by Anderson and Darkenwald (1979), reveals that the rate of participation in adult education by those completing two years of high school is 4.1% and 5.9% for those with three years of high school. Conversely, for high school graduates, the rate of participation surges up 11%.

Patricia Cross in explaining this phenomenon suggested that dropping out of high school is generally considered a failure in the society, and that "high school dropouts having experienced educational failure once are not too eager to try again" (Cross, 1981, p.56). It has been further explained through studies that people of lower socio-economic classes such as public housing residents do not think of learning as an experience which is rewarding in its right, rather, they perceive it (learning) strictly "in terms

of tangible gains" (Johnston & Rivera, 1965, p.263).

**The Chain of Response Model as a Conceptual Framework for  
Understanding Participation of  
Public Housing Residents in  
Educational Activities**

Patricia Cross' Chain of Response model (henceforth referred to as COR in the remainder of this study) assumes that "participation in a learning activity, whether in organized classes or self-directed, is not a single act, but as a consequence of chain of response or events, each based on the evaluation of the position of the individual learner" (Cross, 1981, p.125). The COR points to the fact that forces for participation in educational activities begin with the individual and extends toward outside forces.

**Self-Evaluation (Point A)**

Beginning with point A, the COR points out that those who have stable personality characteristics tend to be more motivated to pursue further educational activity. At point A, the model suggests that "those who lack confidence in their own abilities tend to avoid putting themselves in a threatening situation" and as such are less likely to volunteer for learning for fear their self-esteem in jeopardy (Cross, 1981, p.125). The relationship of self-evaluation to educational participation presumes that those with low self-confidence in their learning ability will avoid the risk associated with

learning new things because they do not expect to succeed (Cross, 1981). Previous research has shown that those with unsuccessful records of school achievement will be unlikely to seek further education as adults, because to them, school presents a threat of failure (Bloom, 1976; Glazer, 1977).

### Attitudes About Education (Point B)

Attitude has been defined as a "mental and neural state of readiness, organized through experience, and exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1935, pp. 748-844). Triandis defined attitude as "an idea charged with emotion which predisposes a class of actions to a particular class of institutions" (Triandis, 1971, p. 2). If, for example, that participation in educational activity is considered a lucrative venture, the model predicts that the desire to engage in educational activity at point B will be positive, which in turn will result in greater participation at point F. In other words, the more the potential learner values the opinion of those around him or her expressing positive attitudes toward education, the greater the influence and urge for participation (Cross, 1981). People have attitudes because attitudes "help them (a) understand the world around them by organizing and simplifying a very complex input from their environment; (b) protect their self-esteem, by making it impossible for them



to avoid unpleasant truths about themselves; (c) help them adjust in a complex world and allow them to express their fundamental values" (Triandis, 1971, p. 4).

At point B, positive attitudes towards education seem to be infectious. Individuals catch the interest from others around them, and the closer the contagious person is to the potential learner, the greater the likelihood of the person's interest in education. Culturally isolated groups, the COR explains, may be immune from adult learning as they may not have the opportunity to associate themselves with those with high interest in adult learning.

#### Importance of Goals and Expectation that Participation Will Meet Goals (Point C)

At point C, Lewin's expectancy-valence proposition comes into play. The subjective importance of the goal to be achieved by the individual and the expectancy (reward) that the undertaking of the learning experience will be successful and rewarding will compel or motivate the individual to undertake the learning activity. If a goal that the individual deems to be important to him is likely to be achieved through further education, then the motivation at point C is said to be strong. On the other hand, if the individual places less importance on the goal and feels that the likelihood of achieving it is questionable, motivation to participate in adult learning will

decrease.

Expectancy is related to self-esteem in that individuals with high self-esteem expect to be successful, whereas those with less self-confidence entertain doubts about their probable success (Cross, 1981, p.126). The implication of point C in the COR is that two conditions must be achieved to meet the goals and expectations of potential adult learners. Participation must be successful, and successful participation must accomplish learner's goal." The point made here is that the type of learning activity that most adults are willing to participate in should not only be rich in experience but also must convey positive outcomes.

#### Life Transitions (Poiny D)

Life transitions are referred to in the COR as periods of change that calls for adjustment to the new phases of life cycle. Agents that trigger transitions in life include divorce, change of jobs, death in family, illness, etc. These situations are said to trigger a latent desire for education into action (Cross, 1981). According to the model, the necessity to adapt to changing circumstances in life constitute a powerful motivational force in learning. Research in life cycle has shown that at some periods in life, the motivation for learning is exceptionally high (Havighurst, 1972).

The potential motivating forces that shape the programs of adult learning today include those programs such as re-entry women, new parents, mid-life career changes, retirement, etc. has been referred to as trigger events (Aslanian & Brickel, 1980). Researchers of the psychology of life cycle draw their premise from the fact that there are predictable turning points in the life of adults that increase their motivation to participate or undertake in learning activities (Gould, 1972; Levinson 1974).

#### Opportunities and Barriers (Point E)

The model emphasizes that once the individual is motivated to participate in some form of learning activity, barriers and special opportunities for adult learning are said to play an important role. For those adults with strong desire to participate, their force of motivation may encourage them to seek new and special opportunities and thus might eventually surmount or overcome their barriers. However, those adults whose motivations are not that strong might be discouraged from participating by modest barriers. The motivational forces for these adults are not strong enough to encourage them to seek new learning opportunities or to overcome their barriers. These barriers include: lack of time, cost, lack of child care services, lack of interest, lack of information etc. These barriers have been grouped into three different categories, situational

barriers, informational barriers, psychological barriers, and institutional barriers.

Opening up new educational opportunities for adults is just as important as removing the barriers. The model suggests establishing new educational programs that are directly related to the needs and interests of the adult population.

#### Information (Point F)

The COR describes the availability of information as a critical link that brings potential learners and educational providers together. At point F, the COR places more emphasis on the "receipt" of information by potential learners and not the dissemination of information (Cross, 1981, p.150). Potential adult learners must receive accurate and up to date information otherwise their interest to participate in learning activity will be greatly reduced regardless of how motivated they are or how great the opportunities are. Information designed to reduce negative forces of potential adult learners must have to emphasize the appropriateness of education to the expressed goals of the learners (Cross, 1981).

The role of information in the COR is critical in that it links motivated learners to appropriate educational opportunities. Without accurate information, point E in the model is weak because if "opportunities

are not discovered and barriers loom large" (Cross, 1981, p.127).

The COR predicts, however, that the removal of external barriers will not make any difference for Blacks and other poorly educated segments of the society. For these groups, the COR contends that the incentives and rewards for adult education will be significantly increased in order to have any effect on them. The COR concludes that in order to understand why some adults fail to participate in learning opportunities, adult educators need to start at the beginning of the COR model point A to point F.

### **Motivation and Work**

Motivation primarily is concerned with what energizes human behavior, what directs or channels it through a particular course, and how the behavior is sustained (Steers & Porter, 1975). Steers and Porter posited four building blocks of motivation: (1) needs or expectations; (2) behavior; (3) goals; (4) feedback. Individuals are said to have varying multitudes of needs, desires, and expectations. The existence of need, desire, or expectations creates a state of disequilibrium within the individual. In order to reduce this state of disequilibrium, certain actions or behaviors are pursued in anticipation of achieving this goal which feeds information back to the individual concerning the impact of their behavior (Steers & Porter, 1975, p.7).

Work is viewed to be important in the lives of individuals for various reasons. Firstly, there is the notion of reciprocity or exchange (Steers & Porter, 1975). A worker receives some form of reward in exchange for his services. This reward may be primarily extrinsic, such as money or purely intrinsic such as personal satisfaction derived from providing the service. In either case, a worker has certain personal expectations concerning the type and amount of reward for his services. The extent to which such expectations are met will "determine how much motivation" the individual will have to continue on the job (Steers & Porter, 1975, p.552).

Work often serves as a source of status or rank in a society. Work could be simultaneously viewed as a source of social differential as well as a source of social integration (Steers & Porter, 1975). Various motivational variable unique to the individuals, can have a tremendous impact on the work behavior of the individual. Individual uniqueness in terms of attitude, interest, needs, etc. can affect the individuals' ability to work. For instance, there is fairly consistent evidence that people who have higher needs for achievement generally are more motivated to work (to achieve a certain goal) than those with low needs for achievement (Cummin, 1967). Also, individuals who have strong "negative attitudes towards work are less motivated: to take the risks associated with work (Steers & Porter, 1975, p.554). Thus, personal characteristics as well as environmental factors can

play a major role in individuals' work behavior.

### **Motivation and Reasons for Learning by Adults**

Many adults engage in learning activities that is work related while others engage in pursuit of courses that are geared toward various aspects of family living (Darkenwald & Merriam, 1982). The two major motivational forces for adult learning seems to be to improve their occupational (work) prospects and to enhance competence and personal satisfaction in their roles as parent, spouse and socialite.

A majority of would-be learners tend to place more emphasis on learning related to family and community roles and credentialing than the actual learners. Reasons for learning are said to be related to such personal characteristics as age, sex, race and socio-economic status. "Men are more likely than women to cite work-related reasons for learning, women more likely would stress reasons related to personal fulfillment, curiosity, religion, and escape from routine" (Darkenwald & Merriam, 1982, p.132).

The majority of adults over 55 cite curiosity as their reasons for learning, while younger adults cite work-related reasons or getting a degree as being important. Black learners stress work-related reasons including certifications and licensing, and knowledge about their own background as reasons for pursuing learning activities (Carp, Peterson & Roelf, 1974).

However, when forced to give a single reason for learning, a majority of adults cite improving "occupational competence" or getting ahead in the "world of work" (Darkenwald & Merriam, 1982, p.132). The significance of this study, therefore, is to identify the barriers confronting public housing residents from participating in educational activities and to suggest ways in which public housing residents could be motivated to participate in educational activities.



## CHAPTER III

### METHOD

This research uses Patricia Cross's Chain of Response model for the purposes of understanding the barriers perceived by public housing residents that inhibit their participation in educational activities. Further, the model is used to understand how public housing residents evaluate themselves and their ability to participate in educational activities. For those public housing residents who expressed interest in participation, the model was used to understand what kind of educational activities or skills they would like to learn.

On the other hand, for those residents who show no interest in participating in educational activities, the study sought to understand their past educational experience, as well as the ideal situation under which they would become interested in participating in educational activities. As mentioned in the first chapter, the limitation to the use of the COR model as a guide is that it may narrow the inquiry to those elements contained in the model. The major advantage is that it focused the research into a particular category of information instead of exposing it to broad categories of information that may be too large to manage.

The design method used in this study is the case study approach. The case study is an intensive descriptive analysis of a phenomenon or

social unit such as an individual, group, institution, or community. Because the case study concentrates on a single entity (case), it seeks to explore the interplay of significant factors that is characteristic of the phenomenon or the case (Merriam & Simpson, 1984). One of the purposes of the case study is to "reveal the properties of the class" under investigation (Guba & Lincoln, 1981, p. 371). The case study approach can be used as a research method to either "contribute to existing knowledge or as a means of improving the situation under study" (Helmstadter, 1970, p.50-51). The nature of this study by itself justifies the use of the design. Bromely (1986, p. 23) observes that case studies attempt to "get as close to the subject of interest as they possibly can, partly by means of direct observation in natural settings, and partly by their access to such subjective factors as feelings, thoughts attitudes, etc."

Patricia Cross's model which provides the conceptual framework for this study calls for the probing of personal feelings and attitudes which are subjective elements. Case studies are "particularistic and descriptive" and it also offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon (Merriam, 1988, p.31). The conceptual model consists of multiple variables which are very much related and cannot be explained individually. For example one's attitude (Point B of the model) about

education might influence his or her future participation (Point G) in educational activities.

### **Analysis of Data**

This study focuses on the barriers affecting the participation of public housing residents in educational activities and not how the barriers are distributed among the different ethnic groups that make up public housing residency. The analysis of data was related to the elements in the categories of the COR model. Each element in the category was examined holistically using intensive descriptive analysis to draw conclusions about the educative behavior of the study sample. One of the key issues in determining the unit of analysis is to be able to decide what it is that "a researcher wants to be able to say at the end of the study" (Patton, 1980 p.100). The reason for analyzing the data according to the categories in the conceptual model is the nature of the problem itself. Adelman, Jenkins & Kemmins (1983, p. 3) suggest that a bounded system or case is drawn from a class. These bounded systems are said to have a "common sense obviousness." The samples being investigated in this study are public housing residents. The categories in the conceptual model provided the framework for data analysis.

The focal point of research in a case study may constitute one class or

unit. However, there may be several units that are subsumed or contained within that whole case. Data collected in the course of the case study could be analyzed according to the units that comprise the case (McMillan & Schumacher, 1984). The major reason for analyzing the data according to the categories in the conceptual framework is to be able to understand not only the characteristics or attributes possessed by this population but also what kind of socio-economic and environmental barriers that affect the attitude of the sample population in participating in educational activities.

### The Sample

There are basically two major types of sampling used in conducting research - probability and non-probability sampling. In probability sampling, the researcher can specify for each element of the population the probability that it will be included in the sample, while in non-probability sampling (such as the one used in this study) there is no way of guaranteeing or estimating the probability that each element will be included in the sample and no assurance that every element "has some chance of being included" (Chein, 1981, p.423). In qualitative case studies, non probability sampling is the method of choice (Merriam, 1988). The sample in this study are single female household heads in public housing projects. Two sets of samples were used for this study. The first sample

consisted of 24 cases who participated in the interview-dialogue questions. The results of their responses were analyzed separately. The second sample which consisted of 27 respondents participated in a questionnaire survey which was necessary in order to further explore emerging themes from the original 24 cases.

Merriam (1988) suggests that non-probability sampling is the most popular methods of choice in qualitative case studies since generalization in a statistical sense is not a goal of qualitative research. Since the nature of this research study attunes itself to qualitative case study, the non-probability sampling method was used to select the sample. The major reason for the use of non-probability sampling in this study is the nature of the research problem itself which sought to probe into the feelings of the respondents to understand their educative behavior. Since the COR model links participation of adults in educational activities to a chain of events that are interrelated, it becomes necessary to use the non-probability sampling technique to discover the relationship linking these events to the educative behavior of the sample public housing residents. Honigmann (1982, p.84) justifies the use of non-probability sampling in qualitative research by positing that as long as the researcher expects mainly to use data generated in qualitative research to solve qualitative problems such as "discovering or understanding what occurs," the "implication of what occurs"

and not to answer questions like "how much" and "how often", the use of non-probability sampling is justifiable. The conceptual framework in this research study is the use of Patricia Cross' COR model to understand the educative behavior of public housing residents.

The selection of the sample in a case study research can be done purposely - purposive sampling which is based on the assumption that a sample is selected on the basis that the researcher will learn most from the sample (Merriam, 1988). Simply stated, sampling involves "the selection of a research site, people, and events" (Burgess, 1982, p.76). Goetz & LeCompte (1984) posit that criteria or standards must be established by the researcher for the units or samples to be included in the investigation. Some of these criteria include developing a typical ideal profile of a case representing the phenomenon, and selecting the units that matches the profile.

In this study, some criteria were used to select the sample being studied. Several elements played in the selection of the sample. There are several public housing sites in the Washington Metropolitan area. It was not possible to sample all of them. The criteria used for the selection of samples in this study were:

1. Typical public housing project
2. Accessibility to tenants

3. Cooperation by the local public housing administrators
4. Locational convenience
5. Safety reasons
6. Personal observation

### Typical Public Housing Project

A typical public housing project is inhabited by people who share the commonality of lack of education, training (in job skills), depend on welfare assistance, and whose households are headed by a single unemployed female (HUD Guide, 1979). As noted in the previous chapter, a typical public housing project is characterized by neighborhood instability, high incidence of criminal activity, and racial segregation. In general, the researcher develops a profile of attributes possessed by an average case or phenomenon under study, and then proceeds to select cases who meet the general criteria or possesses attributes identical to the profile (Merriam, 1988). The sample selected in this study reflects the character of a typical public housing project as described above.

### Accessibility to Tenants

Access to tenants was given much consideration for sample selection. The researcher's first task is to obtain the cooperation and consent of the individuals or people involved in order to get acquainted with potential

participants, the researcher "hung around" several sites studying the environment and getting acquainted with the culture of the environment. The researcher spoke to several residents of the selected sites before obtaining the consent of at least fifty-one persons that were willing to participate in the study. In order to make room for people who may later change their minds about participating, the researcher further obtained the consent of additional residents in each particular site.

#### Cooperation by the local public housing administrators

Effort was made to elicit the cooperation of the managers of the respective projects. Initial contact was made with the managers to obtain permission and access to the projects. Several managers were contacted and some of them declined access to their building fearing how their supervisors might respond to using their projects for the study.

The selection of Southview Apartments off Alabama Avenue in the Shipley Terrace area in Southeast Washington, D.C. was relatively easy because the researcher is familiar with that neighborhood. During the time that the researcher was "hanging around" this particular site, he was able to make friends with one of the residents who was very useful in convincing some of the residents to take part in the study. This made it a little easy on the part of the researcher to gain both access to the projects and acquaintance with residents. After the introduction of the researcher to



project residents, the researcher then started acquainting himself with residents. The purposes of the acquaintance were to establish a trusting relationship with the respondent as well as to get as many people as possible who will agree to participate in the study. The researcher anticipated that it would be difficult to obtain the consent of more than fifty people and as such did not want to place unreasonable expectations on himself.

#### Locational Convenience

Proximity to direct transportation system played a role in site selection. Sites that were too far away from transportation route were given less consideration. The housing project on Pendleton Street, for example, was selected because of its proximity to George Washington Parkway; Southview Apartments in Washington, D.C. is located off Alabama Avenue in Washington, D.C.

#### Safety Reasons

According to the article by James McKinely in the New York Times, residents at Westchester Avenue project in the Bronx, New York often complain about frequent gunshots that stem from drug-trafficking in their neighborhood (New York Times, October 9, 1990, p. 10). The researcher considered his own personal safety for site and sample selections. As observed in the literature review, public housing projects are characterized

with unstable neighborhoods which fester crime, violence, and victimization. The researcher avoided interviewing respondents who might pose a threat to him. When first approached, most respondents were apprehensive and unwilling to cooperate. This situation was overcome by assuring them that the study was purely academic and would not affect their residency in the projects.

### Personal Observation

The researcher was able to make some personal observation while "hanging around" the sites. These personal observations helped in determining the projects selected. The most obvious feature of naturalistic observation is that it helps the researcher to see things through the eyes of the participant. It also provides a direct answer to the question of what the participant being observed does (Meyers & Grossen, 1978).

### Data Gathering Technique

The interview technique was used to gather information from the initial 24 samples. The second sample consisted of 27 respondents who participated in the survey questionnaire instrument. Interviewing is a common means of collecting data in qualitative case studies (Merriam, 1988). Interviews can be used to assess beliefs and opinions as well as personality characteristics. Face to face interviews provide an excellent way

of "exploring complex feelings and attitudes" (Sommer & Sommer, 1986, p. 85). This study probed into the feelings and attitudes of public housing residents. The unit of analysis focuses on the feelings, attitudes and perceptions of respondents. An intensive and in-depth interview technique seems to be the most appropriate route. There are three types of interview techniques - structured, unstructured, and the semi-structured techniques. In structured interviews, the questions are formulated beforehand and are asked in a set order and in a specified manner. There is no predetermined order or specified wording to the questions in unstructured interviews (Sommer & Sommer, 1986). The great flexibility demanded by totally unstructured interviews can make the researcher "feel lost in a sea of divergent viewpoints and seemingly unconnected pieces of information" (Merriam, 1988, p.74).

Totally unstructured interview is rarely used as the sole means of collecting data in qualitative research (Merriam, 1988). In the semi-structured interview, certain information is solicited from all the respondents. These interviews are guided by a list of questions or issues to be explored. This information allows the researcher to respond to the situation under investigation. The nature of this research warrants the use of semi-structured interview. Denzin (1970, p.123) observed that structured interviews are used when a large sample is to be surveyed and when

"hypothesis are tested or quantification results are important." Totally unstructured interviews on the other hand which requires no predetermined questions do not lend itself to the nature of this inquiry. Questions in this study were based on the variables on the conceptual model used and were predetermined. The second data-gathering technique, the survey questionnaire was used to gather information from additional an 27 respondents.

### Validity and Reliability

Guba & Lincoln (1981) observe that the nature of educational inquiry in general makes it imperative for researchers as (well as others who may be interested in the research), to be able to trust the results of their work. Researchers should also be able to feel confident that their work is valid as well as reliable. Qualitative case study is a particular type of research work which has its own distinct characteristics and which calls for the interpretation or understanding of a phenomenon (Erickson, 1986).

Effort was made in this study to ensure both the internal and external validity of the research findings. Internal validity deals with the question of how the research findings match with reality, on the other hand external validity concerns itself with the extent to which study findings can be generalized (Merriam, 1988). Ratcliffe (1983, p.150) posits that one cannot observe or measure a phenomenon without changing it that even in

physics "numbers and figures are no longer considered single-faceted, but are all abstracts and symbolic representations of reality, not reality itself." Ratcliffe therefore concludes that there is "no universal way of guaranteeing reality" (Ratcliffe, 1983, p. 155).

Qualitative research is based on the underlying assumption that reality is holistic, multidimensional, and ever-changing and not a single, fixed, objective phenomenon awaiting discovery or observation (Merriam, 1988). What is being observed in qualitative research such as this are people's construct of reality. The case study researcher constantly attempts to capture and portray the world as it appears to the people in it, "the internal judgments made by those being studied or who are close to the situation are often more significant than the judgments of outsiders" (Walker, 1980, p.45).

To avoid the error of internal invalidity, the researcher followed the following procedures. The researcher used multiple methods to collect and generate data. This included the use of multiple sources of information such as questionnaires, interviews, and cross checking the data generated with the local public housing administrators. The rationale for this strategy is that by combining these processes, the flaws that are evident in one process will be neutralized by the strengths of the other processes. Denzin (1970, p.308) observes that the "opportunity to use multiple methods of data

collection is a major strength of case study research." To further offset the threats of internal validity, the research employed an in-depth intensive interview process which holistically examined the phenomenon under study. Guba & Lincoln (1981) suggest this technique as being necessary to assure the validity of case study research. Validity was further achieved by cross-checking the consistency of accounts of individual respondents. This was done by asking for further elaboration. Merriam (1988) supports this process because taking data back to the people from where they were derived and asking for further explanations will minimize the error of internal validity. To further ensure reliability, the researcher reviewed data generated from the interview with the public housing administrators without revealing the identity of the respondents.

### **The Interview Process and Analysis**

The researcher made several visits to the sites, as most of the respondents have no phones. The aim of the first two visits was to familiarize respondents with the researcher and establish good cooperative working relationship. Subsequent visits made to the sites were done to establish logistical support with regard to interview scheduling, time, place and number of visits. The initial visit also provided an opportunity for the

researcher to introduce some of the issues to be covered by the interview to respondents. The principal guide to the design of the questions used in this interview is the consideration of the unique characteristics of the study population and the pertinent variables addressed by the conceptual model from which the questions were derived.

Berdi, Anderson & Niebuhr (1966) observe that many people design their interview questions by borrowing from other people's questions. The problem with this practice, they contend is that it assumes that people are all the same. This is an erroneous assumption because "interview questions that are valid and reliable for one group of people are often not so for those in another group, who may have different experiences, different levels of knowledge, and different world view" (Berdi, Anderson & Niebuhr, 1966, p. 3). Effort was made by the researcher to construct the interview questions in such a way that they are easy to understand by the sample being studied. No respondent should be expected to "puzzle out a question" (Norton, 1930, p.20).

The interview data was documented by using a variety of methods. The researcher took notes of respondents' comments during the interview. This procedure was especially useful in gathering such demographic profiles of respondents as age, educational level, occupation, income etc. In order to supplement note taking which sometimes could be

painstaking, the researcher with respondents' permission used a minicassette recorder to record respondent answers. Where possible, the researcher relied on his memory to recall any incidents or cues that were useful in analyzing data. The researcher wrote his reflections at the conclusion of each respondents' interview. Post interview notes as pointed out by Merriam (1988), allows the investigator to monitor the process of data collection as well as begin to analyze the information itself.

At the completion of the interview, the handwritten notes as well as the taped conversations were reviewed. Verbatim transcription of quotes and notes taken during the interview was analyzed and grouped according to the themes or domains of the components of the COR model. In order to assure the quality of data generated during the interview, each respondent's account was compared with the accounts given by the other respondents and by direct observation of the situation by the researcher. Data obtained were analyzed in order to identify emerging themes, perceptions, or patterns of inclinations toward participation in learning activities by respondents, as well as what they perceive as major obstacles to educational participation. It was the need to further probe into the emerging themes that prompted the undertaking of the second questionnaire intervention strategy.



### Summary

This research used Patricia Cross' Chain of Response model for the purposes of understanding the general inclination for the participation of public housing residents in educational activities. The design methodology used for the study is the case study approach. An interview technique, as well as a survey questionnaire, were used to gather information from the study sample. There are two types of interview techniques; structured and unstructured. In structured interviews, the questions are formulated before hand and asked in a set order and in a specified manner. On the other hand, there is no predetermined order or specified wording to the questions in unstructured interviews (Sommer & Sommer, 1986). Given the nature of this research, the semi-structured interview technique was used for gathering data from respondents. The semi-structured interview is guided by a list of questions to be explored. Validity was achieved by cross-checking the consistency of accounts of individual respondents.

Once the study sample was identified, the researcher visited interviewees and administered the questions. Two different case samples were used for the study. The first sample consisted of 24 respondents who participated in the interview-dialogue questions. The second sample consisted of 27 respondents who participated in the survey questionnaire instrument. Because the study sample consisted largely of individuals with

limited education, the researcher personally assisted respondents in explaining the questions and answering any questions that respondents had concerning the survey instrument. One of the advantages offered by the presence of the interviewer is that respondents are more motivated to participate when they feel the presence of the other party (Downs, Smeyak & Martin, 1980).

## CHAPTER IV

### FINDINGS

This chapter presents the responses of the interviews conducted, as well as the responses to the survey questionnaire instrument. The interviews and surveys were conducted in several public housing projects in Northern Virginia, the District of Columbia, and suburban Maryland. A total of fifty-one public housing household heads were engaged in discrete dialogues and surveys to determine their perspective on participating in educational activities.

The interview questions were designed according to the structure of Patricia Cross's Chain of Response model. The interview questions were used as probes to start a dialogue, while the survey questionnaire was used with another group of respondents to further explore emerging themes from the interview-dialogue responses.

#### Process

The researcher went to public housing projects in the District of Columbia, Northern Virginia and suburban Maryland to solicit participation of public housing residents in the study. It was difficult to obtain the consent of most residents to agree to participate in the interview. The researcher knocked on approximately 180 doors to be able to obtain 51 public housing residents who agreed to participate in the study. There was

frequent consultation with the research professor for input as the researcher experienced some resistance from project residents. Two sets of intervention strategies were employed to generate data from project residents. The first intervention strategy, which were administered to 24 household heads, involved an interview dialogue between the researcher and respondents which were taped in a microcassette recorder and then transcribed. The second part consisted of a survey questionnaire instrument (see Appendix C) which was administered to 27 different household-heads. This chapter presents both the results of the interview dialogue and analysis of the questionnaire administered.

First, the interview dialogue responses are presented in two parts. The first part consists of a summary of the responses of eighteen respondents, and the second part presents a verbatim transcription of the remaining six interview-dialogue respondents in Appendix A.

Presented next are the results of the second intervention strategy, the survey questionnaire instrument, which was administered to an additional 27 respondents. The survey questionnaire instrument was designed to further help explore emerging themes from the interview-dialogue responses. The first names of the respondents were used throughout the discussion to protect the identity of the respondents.

**Summary of Interview-Dialogue Responses**

Case Name: Romona  
Race: Black  
Date of Birth: 09/17/65  
Marital Status: Single  
Employment: Unemployed  
Monthly Income: \$309  
Number of children: 1  
Sex: Female

Romona said that she is interested in acquiring word processing skills. She does not think that her ethnic orientation presents any impediments if she had an opportunity to participate in a learning experience. She said she is capable of taking the risks associated with learning new things because learning is rewarding and it leads to "better career opportunities."

Romona completed the twelfth grade. She said that language of instruction will not present any problems to her if she chooses to learn.

"They have many [educational] programs out there for black people but they just don't know about it," Romona lamented. She described her experience in grade school as being very negative because "there was no motivation to learn." Romona continued on to say that a lot of her colleagues dropped out of high school because of lack of motivation. Romona sounded enthusiastic about learning. "I like to learn but I've not gotten there yet. I think time is on my side," she concluded. Romona's ultimate educational goal is eventually studying to become a lawyer so that "I can counsel and help people. I would like to show young people what life is all about."

Romona thinks that there are enough learning opportunities out here that can help her achieve her educational goal of being a lawyer and a counselor. She also said that she knows where to seek out these educational opportunities. She said that being on public welfare as well as the birth of her daughter makes her feel as if she is ready to undertake educational ventures both to improve herself as well as raise her self confidence. "There are too many [employment] opportunities out there that one cannot get into because of being on public welfare," Romona asserts. She noted that "a lot of people should be motivated to participate in educational activities." Romona said that she knows that she is ready to learn because she is getting older, and also she believes that learning will help her to live a better life with her family. The major barriers she

identified as blocking her participation in a learning activity are lack of money, child care, high tuition costs, and lack of transportation. The last time that Romona heard anything about potential learning opportunities was in 1989 through a friend.

Case Name: Terri  
Race: Black  
Date of Birth: 04/06/65  
Marital Status: Divorced  
Employment: Employed  
Monthly Income: \$900  
Number of children: 3  
Sex: Female

Terri thinks she is capable of learning anything. She, however, does not know exactly what type of learning project that she could participate in. She will participate in educational activities only "if I am ready." Terri completed the eighth grade and she does not believe that language or her ethnic orientation pose any problems to her should she decide to participate in a learning project. She had both positive and negative experience during her grade school years. "I didn't like the teachers," Terri said. Terri liked school in general.

Terri expressed interest in trade school. She believes that participation will help her to get ahead in life. "I like trade school better than grade school," Terri reiterated. "I went to school for my work, and I know more about that type of work and it makes me feel good," she continued. She believes that participating in a learning activity will help her to get ahead in life. She said she does not have any educational goal at this moment. She also thinks that the existing educational opportunities will probably help her achieve her goals if she had any. She said that she can learn without actually going to school because "you can always teach yourself." When asked how, Terri said that she reads books and newspapers. "You can learn a lot without having to go through that curriculum," said Terri.

Terri insists that she is not on welfare even though she receives some limited amount of food stamps. "There's nothing like making your own money" she said. She does not believe that she could be helped to participate in a learning project because "I am the type of person who doesn't like to be pushed into something." "I am ready to learn everyday." There is no particular time in my life when I'm going to say this is the time for me to learn because I learn daily." The barriers she identified as keeping her from participating in educational activity include lack of interest, high tuition costs. She said that lack of interest is the major



obstacle. She is aware of existing educational opportunities but lacks the interest to exploit them. She acknowledged having received information in the mail about potential learning opportunities but has never gone out on her own to explore them. Her employer was her source of information about learning opportunities.

Terri said that even if all the barriers she listed are removed, she will not participate in a learning activity. She made a point that she has no motivation now to participate in any learning activity no matter how informal. She acknowledged that schooling in the future might be very helpful but now we are here (in the project); it is not in my agenda.

Case Name: Deborah  
Race: Black  
Date of Birth: 08/22/63  
Marital Status: Single  
Employment: Unemployed  
Monthly Income: \$300  
Number of children: 2  
Sex: Female

Deborah was very brief and did not provide elaborate answers during our dialogue. She thinks that she is capable of participating in a learning

activity but does not know what to learn or what skills to acquire. She thinks that learning, particularly learning about God is rewarding.

Deborah completed the tenth grade. She had a negative experience during her grade school years. She does not think her ethnic background or language would impede her effort to participate in educational projects. She says that learning about God is not only rewarding but also makes her feel more self-confidence about herself.

Deborah has no educational goals. She feels ready to learn because "everybody should give their life to God. That is the only way." She said that being on welfare does influence her decision to learn about God. "Being on welfare is boring. All the mothers should know that by now" she said.

Her major barrier towards participating in a learning project is Satan. She said she lacks the interest to learn about God. She knows where to seek out potential learning opportunities - the Church. She has received information in the mail about existing potential learning opportunities but has not actually gone out on her own to look for them.

She said that if the major barrier she identified is removed she would participate in learning about God.

Case Name: Mary

Race: Black  
Date of Birth: 12/21/51  
Marital Status: Single  
Employment: Unemployed  
Monthly Income: \$ 0  
Number of children: 2  
Sex: Female

Mary considers herself capable of participating in a learning activity. She thinks that learning is rewarding and that given the opportunity, she could pursue a learning project. She is willing to take the risks associated with learning new things. Mary completed the tenth grade. She does not think that her ethnicity or language presents any problems to her if she decides to participate in a learning project.

Mary said that she had positive experiences in her early formal school years. She thinks that learning will help her get a better job and feel more self-confidence about herself. At this moment, Mary has no educational goals. In the future, she would like to become a chef and cook in a major restaurant or hotel. She said being on welfare does not influence her decision to participate in future learning activities. She, however, said that by getting older she thinks that it is time to learn a new trade. She said she does not know how she could probably be helped to learn but she

acknowledges that if she had lots of money that she will participate in a learning project.

The major barriers she listed include transportation, cost of tuition, lack of time, and child care. She is aware of existing educational opportunities that can help her to achieve her ultimate goal of being a chef. She has received information in the mail (in 1984) outlining potential learning opportunities. She said she has never gone out on her own to seek learning opportunities. She said that she will participate in educational training activities if the barriers she listed are removed.

Case Name: Latonia  
Race: Black  
Date of Birth: 05/24/73  
Marital Status: Single  
Employment: Yes  
Monthly Income: \$600  
Number of children: 2  
Sex: Female

Latonia said that she is capable of learning. She said that if she has an opportunity, she could actively participate in a learning activity. She does not think that her ethnicity or language present any problem should

she decide to participate in educational activity. Latonia completed tenth grade and she said she had a positive experience during her early formal schooling years. She believes that learning will make her feel more self-confident about herself as well as get ahead in life.

Latonia's educational goal is to become a lawyer. She thinks that there are enough learning opportunities to help her to achieve this goal. Specifically, Latonia mentioned the Georgetown Law School as an example of where she could go and study law. Latonia said being on welfare and her children make her feel that the time has come for her to think about acquiring some skills. "Being on welfare make you (sic) lazy and dependent," she said.

The barriers she identified as holding her from participating in educational activity include lack of time, high tuition cost, and child care. She said that she has received information in the mail about potential learning opportunities but has never gone out on her own to seek learning opportunities.

She said that if all the barriers she identified are removed that she will not participate in learning activities.

Case Name: Maria

Race: Black

Date of Birth: 12/14/61  
Marital Status: Single  
Employment: Unemployed  
Monthly Income: \$321  
Number of children: 1  
Sex: Female

Maria said that she is interested in participating in a learning activity that will lead her into a career in political science. She said she is willing to take the risks associated with learning new things. She believes that learning is rewarding "because it prepares you to be independent and to feel secure about your own ideas of life." Maria does not think that language or her ethnic background pose any hinderance to her willingness to participate in a learning activity. She said she has her high school diploma. She likes formal education. She had a positive experience in her formal schooling years because she felt that she got good guidance and direction from her teachers. She thinks that learning should "prepare you for what actually happens in life and not the old education." She did not elaborate on what she meant by old education. She would love to participate in educational activity because you can always learn something new everyday.

She said that her educational objective is to be a politician. "I love

arts too," she admitted. When asked what type of skills she hopes to gain from learning, she said teaching skills. She thinks that the existing educational opportunities can help her to become a teacher. She said that she feels ready to learn because of her travelling experience. Being on welfare does not particularly influence her decision or feeling about participating in a learning activity.

Being on welfare is a "blockage" to educational participation. There is no future in welfare" Maria said.

Major barriers to Maria's educational participation include high tuition costs, and lack of time and child care services. She lacks the interest to pursue formal education now. She thinks that there are a lot of educational opportunities in the Washington, D.C. area. Maria is currently enrolled in a cosmetology school where she learns hair designing. She also goes to a career development center in Washington, D.C. where she learns about available educational opportunities everyday from the career development center. She, however, said that she has never received information in the mail about potential learning opportunities.

She has gone to the Washington Convention Center on several occasions to seek learning opportunities. If all the barriers she listed are removed, Maria said that she will actively participate in a learning activity.

Case Name: Mary #2  
Race: Black  
Date of Birth: 07/21/32  
Marital Status: Widowed  
Employment: Yes  
Monthly Income: \$1,000  
Number of children: 7  
Sex: Female

Mary #2 said that she would like to learn secretarial skills. She is willing to take the risks associated with learning new things. Learning, she said, is rewarding because it raises one's self-esteem. She said that she will exploit all opportunities necessary to participate in a learning activity. She completed twelfth (12th) grade. She does not believe that her ethnic background or language present any problem to her should she decide to participate in a learning project. She had a negative experience during her grade school years. She had to drop out (because of personal reasons) then came back to complete her high school. She does not like formal school. Mary said that she has no educational goal even though she believes that participating in a learning activity is rewarding and could raise her self-confidence. She said that if she had educational goals, the existing learning



opportunities will help her to attain such goals. She said that she is not ready to learn since she has no educational goal. She also said that being on welfare does not have anything to do with her lack of interest in participating in a learning activity. She said that she is simply not ready to participate in any learning project.

Mary #2 cited lack of interest as the main barrier to her participation in learning activities. Other barriers she mentioned include too old to learn, lack of money, high tuition costs, and tired of schooling. Mary #2 is aware of educational opportunities around the area but has never gone out on her own to seek these opportunities. The last time that Mary #2 heard anything about potential learning opportunities was "way back through friends." She has never received information in the mail about either existing or potential learning opportunities. Mary #2 said that even if all the barriers she listed were removed that she would not participate in educational activities because she has no interest in pursuing such a venture.

Case Name: Joyce  
Race: Black  
Date of Birth: 08/05/57  
Marital Status: Single

Employment:       Employed

Monthly Income:  0

Number of children: 3

Sex:                Female

Joyce said that she is capable of participating in learning activity. She would like to study computer sciences and she says that she is willing to take the risks associated with learning. She thinks that participating in a learning activity is rewarding "because these days you need more education to get ahead in life." She completed her grade school and she does not think that her ethnic orientation or language would present any impediment if she decides to participate in a learning activity. She said that in order to get ahead, "you need more education."

Joyce had positive experiences during her grade school years. She said that she enjoyed going to school and that she knew that the only way she could make it was to try and finish school and get some college education. She thinks that participating in learning activity will help her get ahead in life because it will enhance her opportunity of getting a better job. Learning, she said, helps you to understand more about the world around you and also help you to be a good role model for your family. Joyce believes that learning will help her feel more self-confident about herself.

She plans to eventually go to college where she hopes to get a degree in either computer sciences or social work. She believes that there are enough educational opportunities around that can help her to achieve her educational goal.

The most single event in her life that makes her feel that participating in educational activity is being on welfare. "Being on welfare makes me feel that I need to improve myself by going to school in order to have a decent life for me and my children," said Joyce.

The major barriers to her educational participation include high tuition cost, child care, and bills that she has to pay. She said that she is aware of existing educational opportunities that could help her achieve her educational goal. She says that she hears about potential learning opportunities everyday from friends. She acknowledged having received information in the mail about potential learning opportunities. She has also gone out on her own to seek learning opportunities. "I have to keep on top of things," she concluded. She said that she will participate in learning activities if all the barriers she identified were removed.

Case Name: Betty  
Race: Black  
D.O.B.: 9/2/62; 27 years old

Marital Status: Single  
Employment: Unemployed  
Monthly Income: \$400 per month (Welfare)  
Sex: Female  
Number of children: 2

Betty was somehow uncomfortable at the beginning of the interview. She was barely audible at first but as our dialogue progressed, she became more relaxed and spoke more audibly. She said that she is capable of learning any kind of skill especially computer or secretarial skills. She thinks that she is willing to take the risks associated with learning because to her, learning is rewarding. She does not believe that her ethnic background constitutes any obstacle to her should she decide to participate in a learning project. Language should not be a problem if she chooses to learn.

Betty did not finish her grade school. She stopped at the eleventh grade. She recalls having both positive and negative experiences in her early school years. Overall, she would consider her formal school experience as being positive. She thinks that learning will help her to get ahead in life by enabling her to acquire new skills necessary to compete in the job market. She believes that if she has the opportunity to learn new skills

that she would be able to use those skills to acquire gainful employment thus becoming more self confident of herself. She would like to learn computer programming and secretarial competencies. She thinks that there are enough educational opportunities around that could satisfy her educational goals.

Betty identified birth of her children and illness as the major events in her life that made her feel like getting trained in a specific trade could better her life. She also cites being on public welfare as one of the things that make her wish she had gone to a trade school. Learning to be a computer programmer is one activity she feels she might consider seriously if she decides to learn.

The major barriers to participation in educational activities that Betty identified include lack of money, time, transportation, child care services, high tuition fees, and fear of not getting a job after training. She feels that learning above the high school level should be free. She said that one is never too old to learn. "Oh no!, she exclaimed, one is never too old to learn." However, she acknowledged that she is tired of schooling. She said that she is aware of educational opportunities around the area that could help her to achieve her educational goal. The last time she heard of learning opportunities was last year from friends. She acknowledged having received information in the mail about available educational

opportunities. She has never gone out on her own to seek for educational opportunities. She believes that if the barriers she identified are removed that she will actually undertake a learning project.

Name: Angelina  
D.O.B.: May 12, 1937  
Race: Black  
Marital Status: Single  
Employment: Yes  
Monthly Income: \$600 per month  
Number of Children: 3  
Sex: Female

Angelina was one of the most enthusiastic participants in the interview. She has been a community organizer for the past several years. She felt very comfortable and relaxed and spoke freely during the interview. She has secretarial experience and learns everyday about "everyday life." She feels she is willing to learn and she thinks that participating in educational activities is rewarding. "Learning can always be rewarding" she said. She is willing to participate in educational activities on the condition that the subject matter must be what she is interested in. She does not think that language or her ethnic background constitute any impediment to

her participation in learning activities. She completed her grade school and had a somehow positive experience during her formal education. She thinks there is better educational opportunities now than during the time she was in grade school. She believes that schooling is meant for everyone and that participation in learning activities will help anybody to get ahead in life. "If you have skills, you have collateral, something to fall back on. Skill is something to go forward with." She would like to learn computers because she believes she can benefit from the skill. She, however, acknowledges that she has no educational goals, at least, not at this present time. If she were to acquire any new skills, she hopes to use those skills to get a job.

She has no educational goals or a timetable for it but she thinks that the existing educational opportunities could help anyone who is interested in learning to achieve their learning goals. Angelina maintains that she is not on welfare even though she lives in public housing. She resents the word welfare but she acknowledged paying 30% of her income for rent in the project. She said she is more interested in making money than learning. She would consider free workshops and seminars to learn about "where to start and how to start [a learning project]." "Conditions tell people that they are ready to learn." She considers the cost of education as being "extravagant". She reads a lot of books, therefore, she learns. She has a car and would not consider transportation as an impediment to her

participation in educational activity if she chooses to. Lack of child care does not pose any problems for her because her children can take care of themselves. She considers inconvenient scheduling of educational providers as a potential barrier to her. Prohibitive fees and tuition cost, locations of education providers, lack of appropriate courses offered by educational providers would constitute major barriers to her if she decides to pursue educational learning activity. She does not feel too old to learn. "You (sic) never too old to learn, if anything I can comprehend better."

She does not feel that she is tired of learning nor is not the schooling type. "Everyone is a schooling type." She is aware of available learning opportunities but cannot afford education right now because of the prohibitive tuition cost. The last time she heard anything about learning opportunities was from the community. As a community organizer, she gets her information first hand. She has received information in the mail outlining potential learning opportunities but she has not gone out on her own to seek for educational opportunity. She believes that if the barriers she identified are removed and that she gets lots of money that she will then be able to pursue a learning project.

Case Name: Margaret

Race: Black



Date of Birth: October 4, 1949

Marital Status: Separated

Employment: Unemployed

No. of Children: 3

Monthly Income: \$327

Sex: Female

Margaret said that she is quite capable of learning and would like to learn computer sciences. She said she can afford to take the risks associated with learning new things. She believes that learning is rewarding and that given the opportunity that she would not hesitate to participate in a learning project.

Margaret does not believe that her ethnic background or language constitute any barrier if she decides to participate in educational activities. Margaret did not graduate from high school. She had both positive and negative experiences during her formal school years. "The school that I attended was a good school but the people." Margaret said. "We had all white teachers and we learned white things," there were no room to learn black things" she concluded.

She liked her formal education and she thinks that participating in a learning activity will raise her self-confidence and help her get ahead in life. Margaret said that she has no educational goal at the moment. The birth of

her children and being on welfare were the factors that make her want to learn skills. She believes that no one can help her to learn. "You have to initiate the learning yourself," she said.

The major barriers she listed as holding her from participation in learning activity are lack of interest, lack of time, and high tuition cost. She said that she is not tired of schooling but at the same time she does not like learning either.

Margaret said that she is aware of existing educational opportunities that she could explore to help her participate in a learning activity if she so decides. She also knows where to seek these opportunities. The last time she heard anything about learning opportunities was quite a while ago from the newspaper. She acknowledged having received information in the mail about potential educational opportunities. She said she had once gone out on her own to seek out learning opportunities. Margaret said that she will participate in educational activity if all her barriers are removed and if she has interest too.

Case Name: Kim  
Race: Black  
Date of Birth: March 25, 1969  
Marital Status: Single

Employment: Unemployed

No. of Children: 3

Monthly Income: \$650

Sex: Female

Kim believes that she is capable of participating in a learning activity. She does not particularly know what she wants to learn but she said that she could take the risks associated with learning new things. She believes that learning is rewarding and that given the opportunity that she could undertake a learning venture. Kim said that neither her ethnic background or language will constitute any barrier to her if she wants to participate in educational activity.

Kim has a high school diploma. She had both positive and negative experiences in her formal school. "When I was in school, I really didn't like it, but now that I am out, I am, glad that I was there to learn what I've learned" she said. She thinks that acquiring a skill and participating in any kind of skills training experience will elevate her self-confidence and help her get ahead in life. She thinks that she would seek further education because she is still young and also because she needs to know more than she knows now. She would like to learn "anything that is available for me to learn."

Kim believes that there are a lot of learning opportunities out there that could help her to achieve her goal. She thinks that self-sufficiency which is her goal could be attained by participating in a learning activity. Tuition cost, child care, transportation, are all barriers to her educational participation.

The birth of her children and particularly being on public welfare are all factors that made her want to learn. She does not particularly know what to learn but she said she could be interested in acquiring basic skills in computer and secretarial studies. She said she could be helped to gain these basic skills by removing all the barriers she mentioned providing her with lots of money. "Everybody wants to improve themselves and the only way to improve yourself is to learn" she admitted.

Kim said that she is not aware of any educational opportunities that can help her to achieve her goal, and that she does not know where to seek these opportunities. The last time she heard anything about potential learning opportunities was in high school. She has never received any information in the mail outlining potential learning opportunities or gone out on her own to seek them. She said she can actively participate in a learning activity if all her barriers towards her participation are removed.

Case Name: Twala

Race: Black

Date of Birth: N/A  
Marital Status: Single  
Employment: Yes  
No. of Children: 2  
Monthly Income: \$850  
Sex: Female

Twala believes that she is capable of participating in any kind of learning activity. She thinks that learning is rewarding. She says that her ethnic background or language does not present any problem to her if she wants to participate in educational activity. She had a positive experience in school because she graduated from high school and got what she wanted from school. She somehow liked her formal schooling. "It was alright," she said "its something I needed" she concluded.

Twala believes that learning will help her get ahead in life. She has no educational goal or any other goal. She does not think that participating in educational activity will help her to achieve anything. She believes that if she had an educational goal that there are enough learning opportunities to help her attain such goal. Twala denied being on welfare even though she lives in public housing. She said that "just being alive is an inspiration to learn." She said that if she had the urge to go back to school or

participate in a learning project it would be to "do what you have to do to get out of life."

Twala said that if she really had an interest in participating in any learning project that cost of tuition, transportation, and lack of time would be a problem to her. She would not have enough money to pay for the cost of tuition. Twala said that she lacks the interest to pursue or participate in a learning activity but she is not too old to learn. She is aware of educational opportunities around and has actually gone out to seek learning (skills training) opportunities.

Twala has received information in the mail about potential learning opportunities. She has also heard about learning opportunities (computer training) on her job. Twala would participate in learning activities if all the barriers are removed and if it will be rewarding.

Case Name:	Starr
Race:	Black
Date of Birth:	June 2, 1950
Marital Status:	Single
Employment:	Unemployed
No. of Children:	3
Monthly Income:	\$475 (AFDC)

Sex: Female

Starr does not know whether she can take the risks associated with learning new things, however, she thinks she is capable of participating in educational activities. She would be interested in learning typing and reading to increase her reading abilities. Starr also thinks that participating in learning activity is rewarding and that given the opportunity she might consider participating in a learning activity. She does not think that her ethnic background constitutes any barrier to her if she decides to learn but she feels that language might be a problem depending on the level of the vocabulary used.

She completed grade school but she acknowledged having a negative experience during her formal schooling years because "I just didn't like school; and school was boring." Starr does not think that participating in educational activities will help her to get ahead in life. She thinks that schooling is not meant for her and that learning will not make her feel more selfconfident in herself now. Starr said that she does not have any educational goal now because "there's something always in the back of my mind saying that I am going to go to school but I know that I'm not."

Starr does not plan to participate in any learning project in the near future. Also being on welfare has little or no effect on her not being

psychological prepared to participate or undertake any learning project. she said she is interested in learning how to make money. She, however, does not know how she could be helped to gain the knowledge of how to make money.

The major barriers that Starr mentioned to her educational participation is chiefly lack of interest. Other barriers include lack of time, money, high tuition, fees and transportation. She does not think that she is too old to learn but she insists that she is tired of schooling. She said that she is aware of educational opportunities that could help her to achieve her educational goal if she had any. The last time she heard anything about potential learning opportunities was from a friend. She acknowledged having received information in the mail about potential learning opportunities but she was not really interested. She has never gone out on her own to seek out potential learning opportunities. She will not participate even if all the barriers she listed are removed because she has so much going on now.

Case Name: Shawana  
Race: Black  
Date of Birth: August 25, 1965  
Marital Status: Single



Employment: Unemployed  
No. of Children: 1  
Monthly Income: \$375 (per month - welfare)  
Sex: Female

Shawana said that she is capable of learning any thing if she sets her mind on the subject matter. She thinks that learning is rewarding, therefore, she is willing to take the risks associated with learning new skills. If given the opportunity, she said that she will go out and seek learning opportunities only if it will be worth the while.

Shawana liked her formal education and had a positive experience during her grade school years. She, however, did not complete her grade school because of pregnancy. She believes that participating in a learning activity will increase her self confidence and will help her to get ahead in life.

Shawana expressed interest in learning computer sciences. She thinks that there are enough educational opportunities around that can help her to achieve her goal of being a computer programmer.

The motivation to learn comes from the fact that she wants to do better for herself. She was pregnant at seventeen and was forced to be on welfare. She said she wanted to graduate from high school and does not

want to be a statistic." I do not want to be on welfare like other people," she said. She said she has to help herself to acquire the computer skills that she is interested in because she knows enough about education opportunities that could help her to achieve her aim of being a computer programmer.

The major barriers to her participation in educational activity, include cost of education, lack of time, child care, transportation, and money. She enjoys learning but she admitted that she is tired of schooling. She has received information in the mail about learning opportunities. She has gone out on her own to seek learning opportunities in trade schools. She believes that if all the barriers are removed that she will actively participate in learning activity.

Case Name:	Ann
Race:	Black
Date of Birth:	36 years old
Marital Status:	Single
Employment:	Unemployed
No. of Children:	2
Monthly Income:	\$372
Sex:	Female

Ann said that if she is interested in learning that she would like to learn secretarial skills. She believes that learning is rewarding and that she would try to participate in a learning activity if she is interested and have the opportunity.

Ann did not graduate from high school. She does not think that her ethnic background or language will constitute any barrier to her if she wants to participate in educational activity. She had a somewhat positive experience in her early school years. She believes that learning can help her to get ahead in life but she also said that she is satisfied with her situation. She said that she loves to learn but has no educational goals. "Learning," she said "is meant for everyone." She said that learning will make her have more self-confidence about herself. She acknowledges that she knows enough learning opportunities where she could learn secretarial skills but she has no ambition of pursuing such projects. She would like a non-formal learning situation where she could learn more about herself.

Ann's children are all grown up. She has no child care or transportation problems because she has a car. Being on welfare she said, "is enough to make anyone want to get more skills." She said that she is not tired of schooling but she has no educational goals, or future plans of participating in skills training activity. She is not interested in participating in any learning experience. Ann said that she is aware of

available learning opportunities that she could explore to achieve any skills that she is interested in. The last time she heard about learning opportunity was on her job several years ago in 1985. She recalls having received information in the mail about learning opportunities. She has never gone out on her own to seek learning opportunities. She said that tuition is high. She believes that if she had not lost an interest and the desire to participate in a learning activity that she could consider pursuing a learning project if tuition costs is reduced or completely eliminated because she does not make enough to pay for the cost of tuition.

Case Name: Marie  
Race: Black  
Date of Birth: January 23, 1955  
Marital Status: Single  
Employment: Unemployed  
No. of Children: 2  
Monthly Income: \$500  
Sex: Female

Marie reluctantly agreed to this dialogue. She was very brief in her statements and she also avoided being drawn into long conversation about

any particular issue. She said she is capable of learning secretarial skills. She agreed that learning is rewarding and that she will be willing to take the risks associated with learning new things. She said that if given the opportunity that she would go out and seek educational opportunities.

Marie does not believe that her ethnic background constitutes any barrier should she chose to participate in educational activity. Language will not be a problem for her if she chooses to participate in a learning activity. She said that she did not graduate from high school. she had both positive and negative experience in her early school years. Even though she thinks that learning secretarial skills will make her more self confident about herself and help her get ahead in life, she admitted that she is tired of schooling. "I don't like school, period," she said. Marie said that she does not have any goal whatsoever of pursuing or participating in any type of learning experience. She said she cannot be helped to embark on any educational activity because she has neither the motivation nor the interest to participate in any kind of learning activity. She said that being on public welfare does have some influence on her decision not to pursue a learning activity.

Lack of money, child care, transportation and time are all the major barriers to her educational participation. She does not feel too old to learn but she is tired of schooling. She said that she is not aware of any

educational opportunities that would have helped her to achieve her goal.

She has never heard or received any information in the mail about potential learning opportunities. She has never gone out on her own to seek out learning opportunities because there is no motivation for her to do that.

Marie decried the condition in the project. She said she has a future plan of moving out of the project to the South where she could save some money and buy a house. "You cannot save in D.C.," she said. If all the barriers she identified are removed, she said she should could consider participating in a learning project.

Case Name: Mary #2  
Race: Black  
Date of Birth: March 30, 1957  
Marital Status: Single  
Employment: Unemployed  
No. of Children: 2  
Monthly Income: \$452 per month  
Sex: Female

Mary #2 was enthusiastic about the interview. She said that she is capable of participating in a learning activity but that she does not know what to learn now. She said that if she knew what to learn that she would

be willing to take the risks associated with learning. She thinks that participating in a learning activity could be rewarding because it can "enhance your skills further." She does not think that her ethnic background constitutes any hinderance to her ability to learn. She said that if told what to learn and given the opportunity that she could pursue a learning project. She thinks that given the opportunity one can learn anything that one sets their mind on. She acknowledged that she has a problem with both spoken and written English. "Sometimes my spoken words are not clear at times" she said.

She did graduate from high school and have some secretarial experience. She somehow liked her formal education even though she said she had negative experience during her early school years. She believes that participating in learning activity will help her to get ahead in life. "If you have skills and know more about a particular job, then you can do better." She said she considers herself as a potential learner and feels that learning any skills at all can help her to advance in life.

Specifically, she said she would like to learn how to speak because of her shyness. She thinks that public speaking class will help her to improve her speech. She eventually would like to go back to school. She hopes to eventually get a college degree. She specifically hope to regain her

self-esteem. by going to college. She also expects to make more money and live in a place other than a low income environment. She does not want her children to be raised in the project because of the negative influence it might have on them. She believes that there are enough learning opportunities around that she could explore to achieve her aim of eventually getting a college degree.

Birth, death, and divorce are all the events in her life that are the motivating factors for the inspiration to undertaken a learning project. "My parents are all deceased and there is no one that I can go back and talk to." "If you have your mother and father, you can lean on them" she continued. The birth of her two children makes her feel that the time has come for her to seek new learning opportunities because she would not like to raise her children in the project. She believes that no one should actually depend on welfare. "You need help, get on it (welfare) for a short period of time, then go out and try to get some type of training." Mary #2 would like to get into the business field. She thinks that with financial assistance that she could be assisted to get into school. However, she does not know where or how to obtain financial assistance to go to school. She said that the income that she is making now is not enough for her to do all the things she wants to do.

The major barriers to her educational participation include lack of



money, child care, high tuition costs and lack of transportation. She is not really aware of any educational opportunities within her neighborhood that could help her to achieve her goal of eventually going to college. She acknowledged that she does not enjoy studying and that she has never gone out on her own to seek learning opportunities. She has never heard anything about potential learning opportunities. She has once received information in the mail outlining learning opportunities but the skills (nursing aide) outlined in the brochure that she received did not appeal to her. It is her conviction that if the barriers she identified above are removed that she will actually participate in a learning activity despite the fact that she does not like studying.

### **The Results of the Interview-Dialogue Responses**

Twenty-four persons participated in the interview-dialogue. Twenty-three female household heads (96%) were interviewed. Only one household head or 4% of the sample is headed by a male. The average age of sample household head is 31.66 years (See Figure 4). The average educational attainment is 11th grade (See Figure 5). The average household size is 3, and the average number of children per household as shown in Figure 13 is 2.37. Average monthly income per household is \$463.25 (See Figure 7). Almost all the household heads are single females raising their children without a male adult partner.

Before fully presenting the results of the interview dialogue, it will be pertinent to review the major research questions that guided the process of this inquiry. These questions were: (1) How does the sample evaluate themselves and their ability to participate in learning activities? (2) How does the attitude held by the sample under study influence their decision to participate in learning activities? (3) Does the sample perceive that participation in educational and training activities will help them to achieve their goals? (4) What is the life transition experience of the sample public housing residents and how does it affect their participation in educational activity? (5) What information do the sample public housing residents have that link them with learning opportunities? (6) What kind of barriers

Household Name

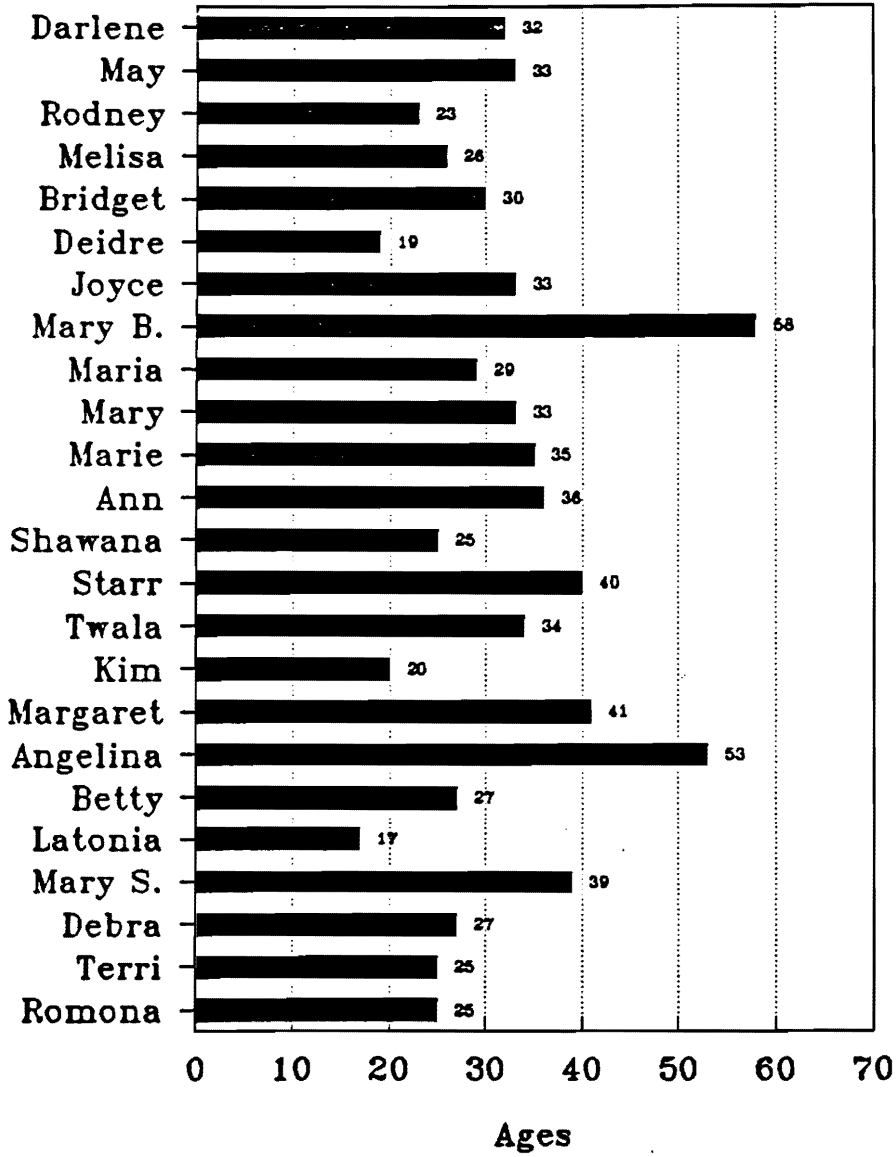


Figure 4: Age of Household Heads

do public housing residents encounter that reduces their interest in participating in educational activities? (7) Does the sample public housing residents perceive that the removal of external barriers will encourage them to participate in educational activity?

### Self-Evaluation

All respondents felt that they are capable of participating in educational activity. None of the sample population believes that his or her ethnic orientation impinges on his or her ability to undertake or participate in educational activity. One respondent, Rodney, insisted that the opposite should be the case. He felt that being in the project and especially being Black should motivate anyone to pursue a learning activity. Two respondents said that language could present a problem to them if they decide to participate in learning activity. Starr believes that depending on the level of vocabulary used in instruction that language could be a problem to her. Mary acknowledged having a problem with both spoken and written English. "Sometimes my spoken words are not clear at times," she said.

Most of the sample population expressed interest in acquiring some sort of skills. Most respondents said that they would be interested in learning computer and secretarial skills. Betty, Ann, Marie, Shawana and Joyce all said that they could actively participate in a learning activity, and

## Household Name

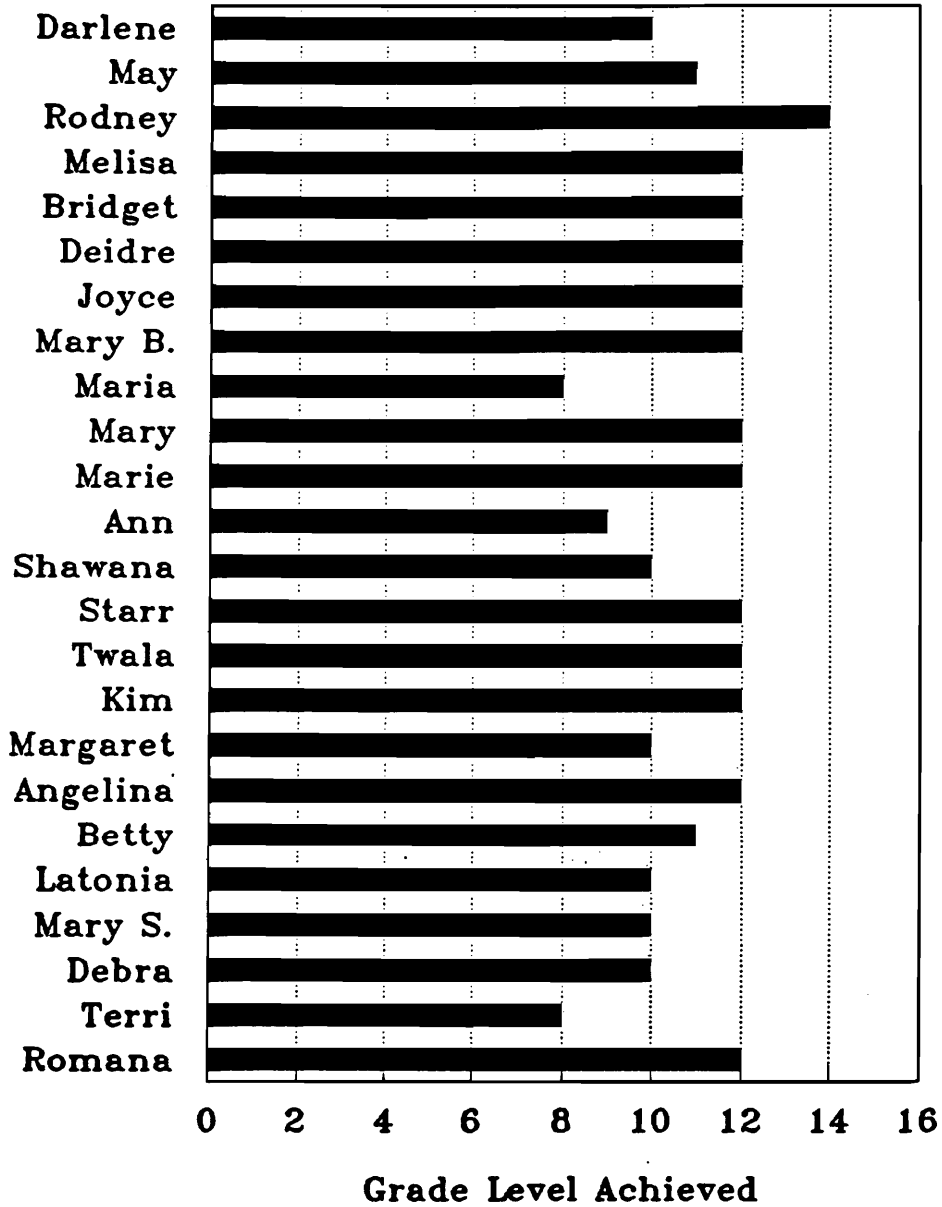


Figure 5: Educational Attainment Per Household

are interested in acquiring secretarial and computer skills. Maria expressed interest in political science while Terri expressed interest in trade school. Angelina, Kim, Bridget and Mary all said that they do not know what type of educational activity they could participate in. Deborah would like to learn about God. All the respondents agreed that learning is rewarding. Maria said that learning is rewarding "because it prepares you to be independent and to feel sure about your own ideas of life."

#### Attitudes About Education

As shown in Figure 5, almost half of the sample did not graduate from high school. The average educational attainment of the 24 interview-dialogue samples is the 11th grade. A majority of the sample said that they had a somewhat positive experience in grade school (See Figure 6). Margaret, one of the respondents that had a somewhat positive experience, acknowledged that the school she attended was a good school "but for the people." She said that her teachers were all White and that they learned "White things." "There were no room to learn Black things" she complained. Shawana, Mary, Latonia, Maria, Joyce, Deidra and Bridget all had a positive experience in grade school. Shawana did not complete her grade school because of pregnancy. Romona, Starr, Deborah and Mary said they had a negative experience in grade school. All participants agreed that education is rewarding and will help them to get ahead in life. All

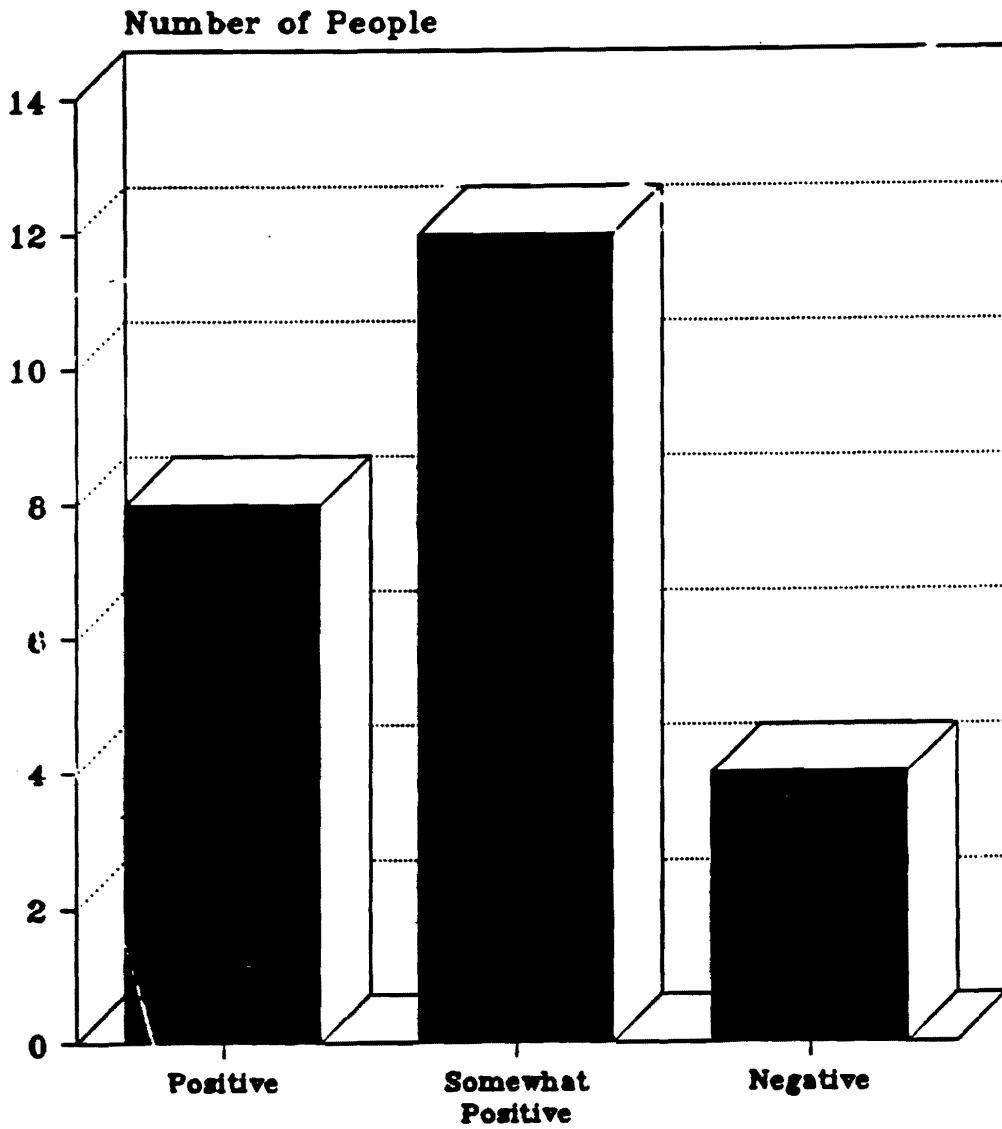


Figure 6: Type of Experience in Grade School

respondents but one agreed that acquiring new skills through education could make them feel more self-confident about themselves. Starr said that "school is boring." She has no educational goal and she said that schooling is not meant for her. All other respondents believed that schooling is rewarding and could help raise their self-confidence.

### Goals and Expectations

One of the most important factors that determines whether an individual will undertake an educational activity is whether the expected goal established by the individual will be achieved by undertaking a learning project. If the goal that is important to the person is likely to be achieved by the individual through participation in an educational activity, then the motivation to participate is very strong (Cross, 1979, p.126). Almost half of the sample said they have no educational goals. The other half, (12) said they have educational goals and that they know precisely what kind of career they want to pursue. All the 12 samples who had educational goals agreed that participation in educational activity will help them not only to acquire the skills they need, but also help them to successfully achieve employment in the specific fields they are interested in. Also all those who had educational goals agreed that participating in a learning activity is rewarding. Among the careers most listed by the



Household Name

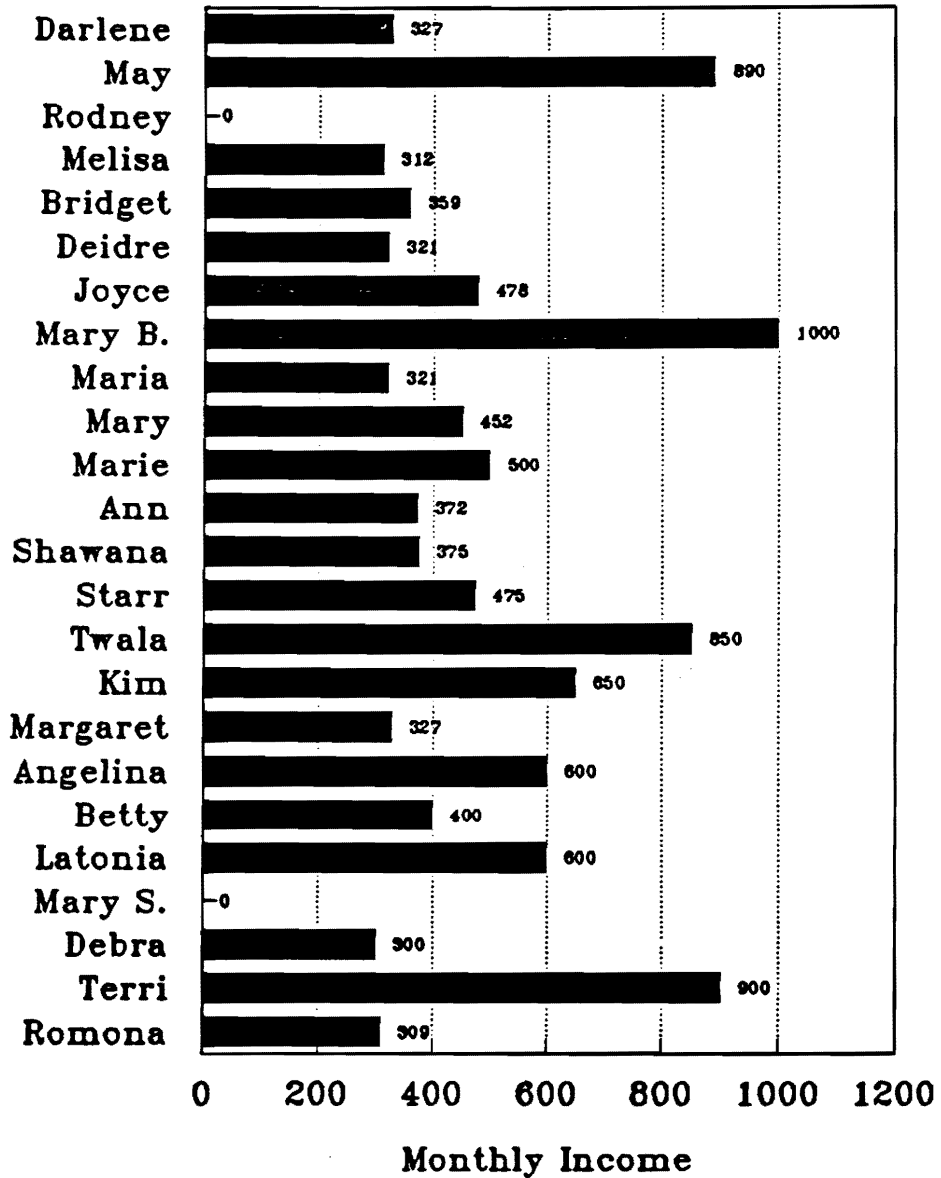


Figure 7: Household Income ( Average Monthly Income = \$463.25 )

sample who had educational goal, were computer sciences and secretarial studies. Six people said that they are interested in these courses. Three people said that their goal is eventually to become criminal justice lawyers. One person expressed interest in political science and the goal of two other persons is eventually to study cosmetology.

### Life Transition

Life transition as a motivation for adult learning is related to Havighurst's theory of teachable moment (Havighurst, 1972). Havighurst propounded that there exists a teachable moment in the lives of adults which almost always results from a major positive or negative experience in the life of the adult. Periods of change which may call for adjustment to new phase of the life cycle may trigger the transformation of latent desire for education into action (Cross, 1979).

All respondents who had educational goals said that a major transitional event in their lives triggered their desire to consider participating in educational activity in order to improve themselves and the lives of their children. As shown in Figure 8, the most mentioned factor that triggered motivation to participate in learning activity was birth followed closely by being on welfare. Birth was mentioned 12 times and being on public assistance or welfare was mentioned 11 times.

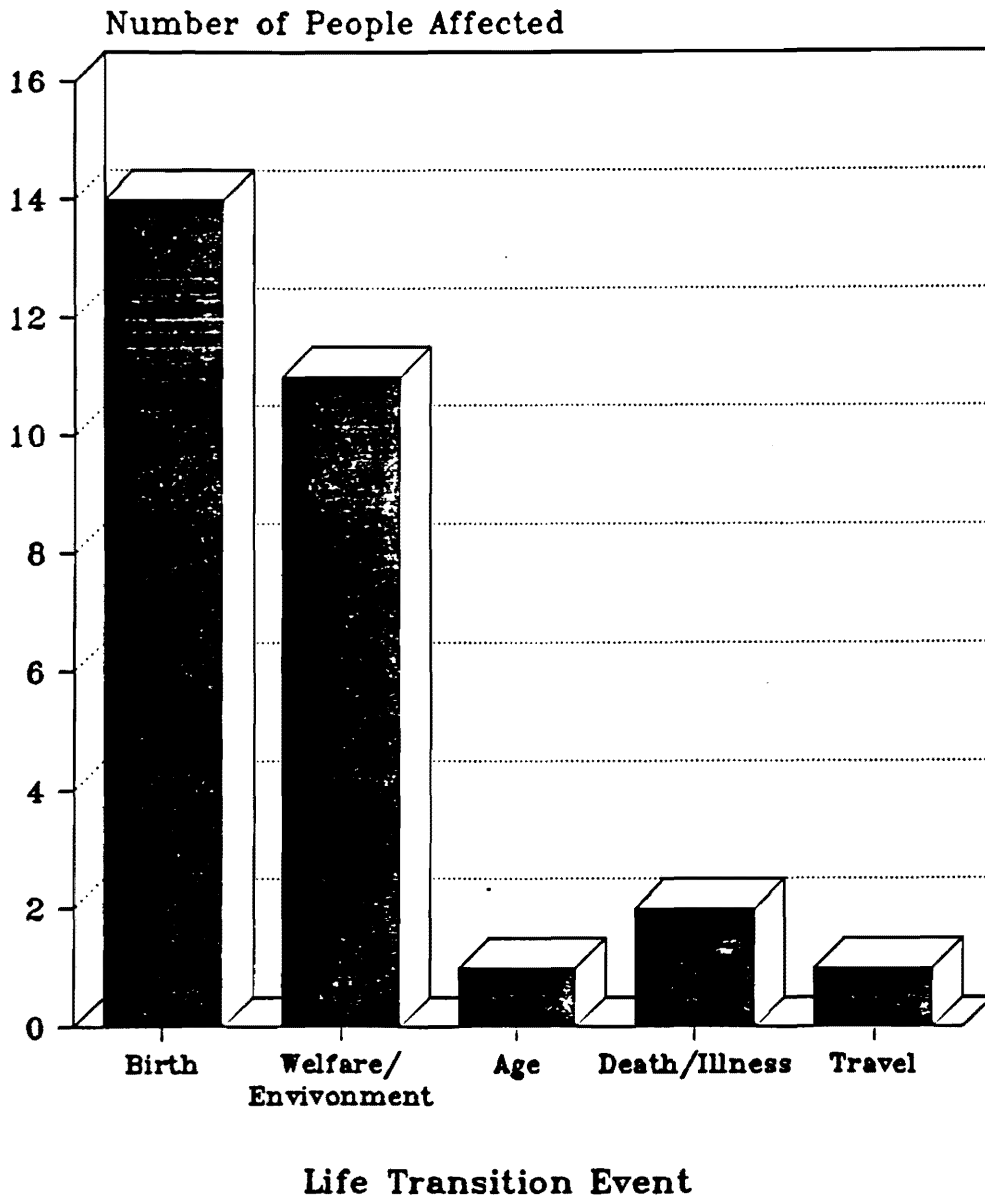


Figure 8: Effect of Life Transition on Participation

Bridget who said that both the birth of her children and being on welfare were the two major life transitional events that spurred her interest in participating in educational activity also said that public assistance makes one lazy and represses ones motivation to participate in a learning activity. Mary said that she does not want to raise her children in the project. Joyce lamented that "being on welfare makes me feel that I need to improve myself by going to school in order to have decent life for me and my children". In each of these cases, some life transitional event played a key role in generating an interest to participate in educational activity by the respondents.

### Barriers

It is very difficult to explain why those who need education most often do not participate in adult learning. The sample in this study consists largely of not well-to-do individuals living in public housing. There are three kinds of barriers that has been advanced as major obstacles confronting most adults from participating in learning activities. These obstacles are classified into (a) situational barriers which arises from one's situation in life at a given time (Cross, 1979, p.98). Examples of situational barriers include cost of education, lack of time, child care, lack of transportation, lack of money, etc.; (b) Institutional barriers consist of all those obstacles or requirements placed by educational providers that

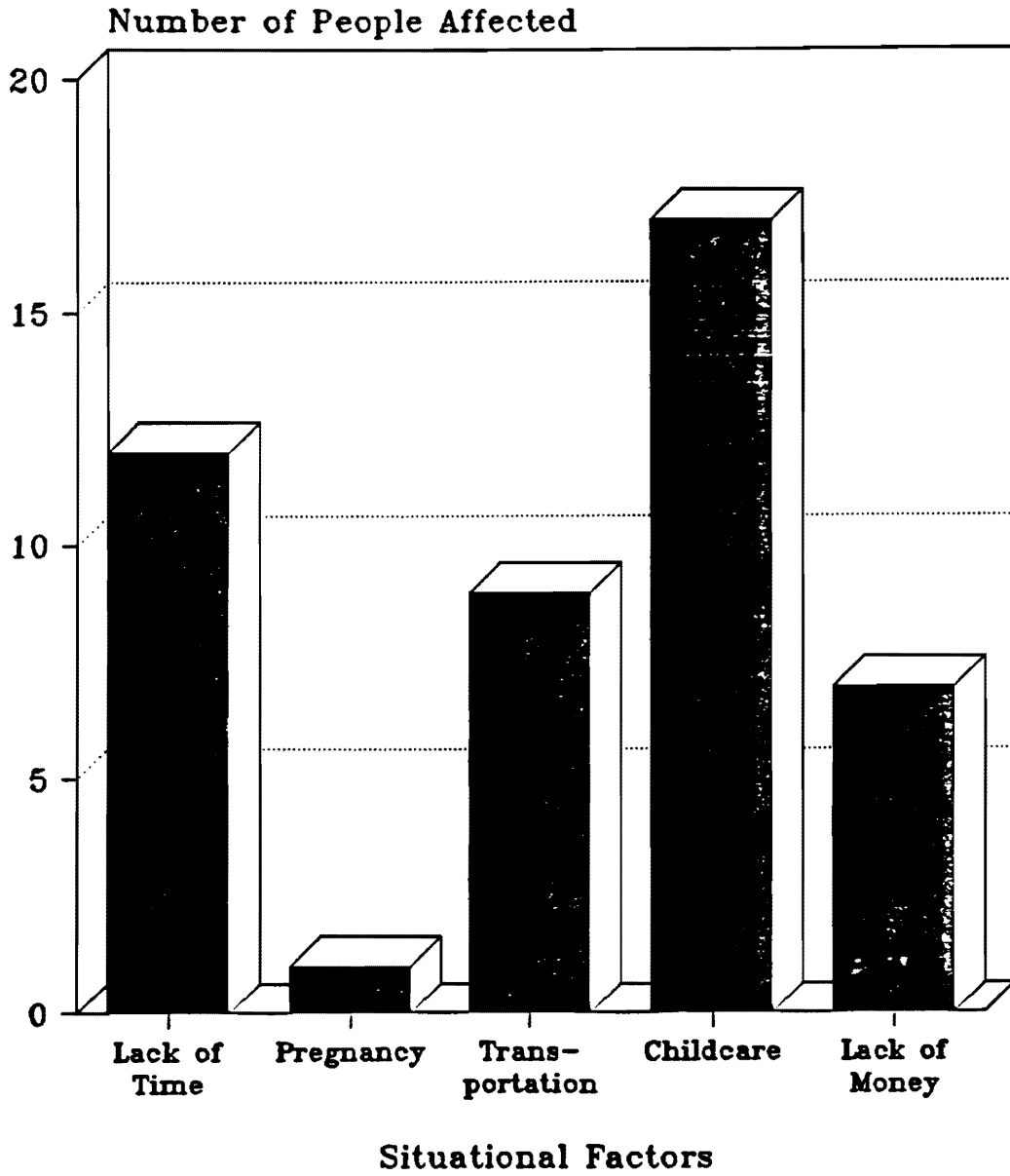


Figure 9: Situational Barriers

discourage adults from participating in educational activities. These barriers include high cost of tuition, location of educational providers, inconvenient schedules and in some instances lack of appropriate courses that sufficiently addresses the needs of adults especially poor young parents; (c) the third class of barrier is identified as Dispositional or psychological barriers. These types of barriers are related to attitudes and self-perceptions about one's self as a learner (Cross, 1979). Examples of these types of barriers include lack of interest, feeling too old to engage in a learning activity, fear of not getting a good job after training and as in the case of one respondent, Satan.

In this study, respondents were asked to list the major barriers that impinge on their desire to participate in educational activity. Their responses were grouped into the three major classifications of barriers discussed above. Situational barriers were the most mentioned of all the three barrier classifications. Lack of child care, was mentioned 17 times followed by lack of time mentioned 12 times. Lack of money was mentioned 7 times. Pregnancy was mentioned once. Lack of transportation was mentioned 9 times (See Figure 9).

Institutional factors as indicated in Figure 10 were also identified by respondents as major hinderance towards educational participation. High tuition cost ranks high among institutional barriers

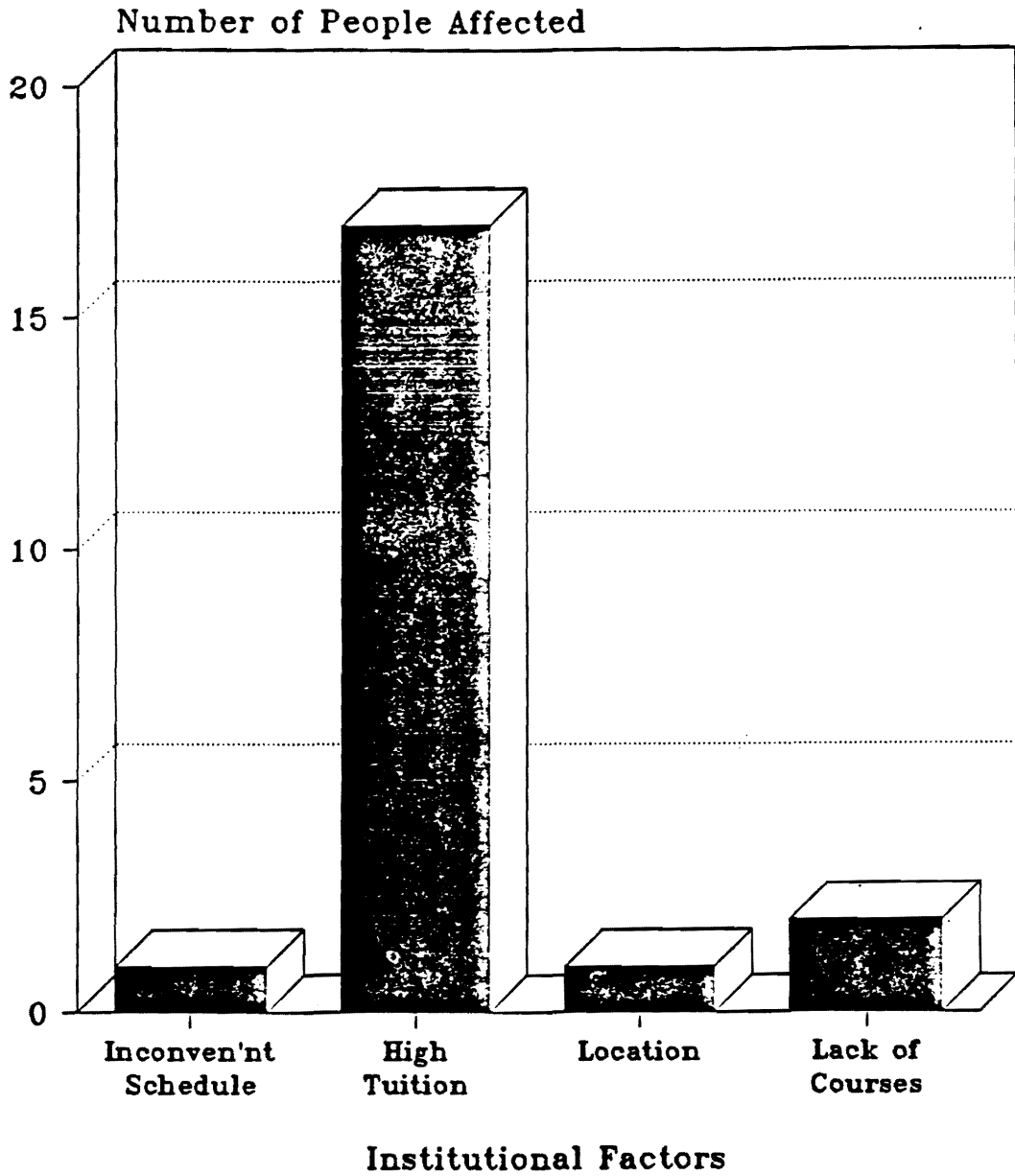


Figure 10: Institutional Barriers

cited by respondents. High tuition cost was mentioned 17 times.

Inconvenient schedule and location of educational providers were each mentioned once. Lack of appropriate courses was mentioned 2 times.

As shown on the next page, psychological factors mentioned were grouped into five categories. Lack of interest was mentioned 8 times. Tired of schooling was mentioned six times. One respondent who was 58 years old at the time of the interview said she was too old to engage in educational activity. Also one respondent expressed fear of not getting a job after completion of a training or educational activity. One respondent, Deborah cited Satan as a major barrier towards her participation in educational activity.

It is interesting to note that situational barrier ranks very high among the other factors cited by the respondents. It has been noted in Chapter One that socio-environmental factors could adversely affect the motivation to participate in educational activity. The environmental background of the sample is marred with violence, victimization, crime, poor housing, overcrowdedness, low income, dependency on welfare, and female headed household heads, and lack of adult role models for children to emulate. It is highly unlikely that those from such environmental background can transform their motivation to learn into action with all these negative forces acting against them.



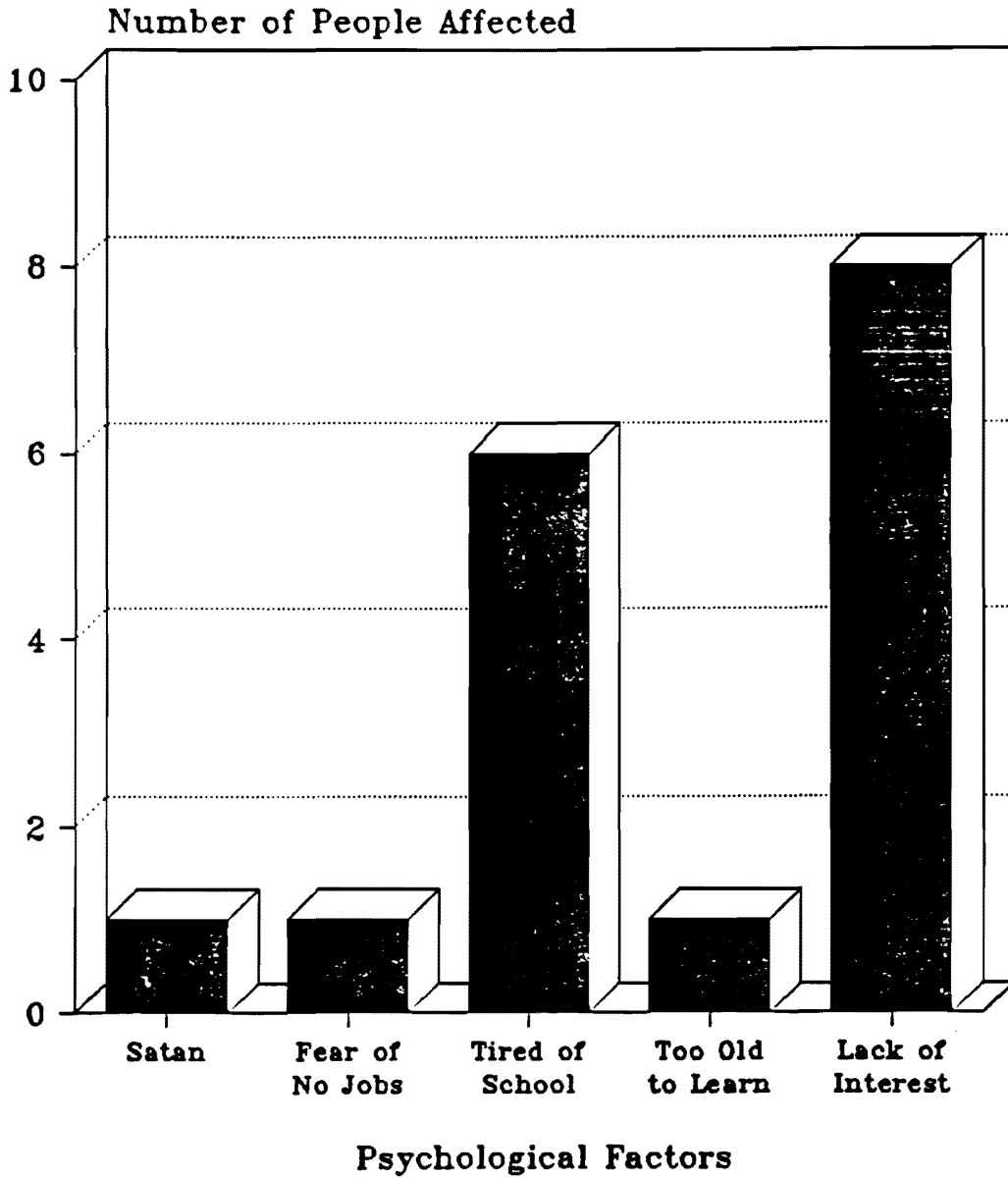


Figure 11: Psychological Barriers Affecting Participation

### Information

Information has been described as very crucial in that it bridges the gap between educational providers and potential learners. If information about learning opportunities are not available or unknown to potential learners they may not be able to achieve their educational goal no matter how strong the force of motivation is (Cross, 1979).

Twenty-one of the sample 24 interview-dialogue respondents said that they are aware of available potential learning opportunities. Only three people, Kim, Marie, and Mary said that they are not aware of available potential learning opportunities. Two of the three respondents who said that they are not aware of available learning opportunities also said that they have never received any information in the mail about learning opportunities.

As indicated in Figure 12, twelve (57.14%) of the respondents who are aware of available learning opportunities said that they learned about the opportunities through their friends or relatives. Four respondents obtained information about potential learning opportunities from their jobs. Ann said that she learned about potential learning opportunities on her job several years ago. Deborah, Mary, and Latonia all said that they became aware of available potential learning opportunities from the information they obtained in the mail. High school was the source of information on

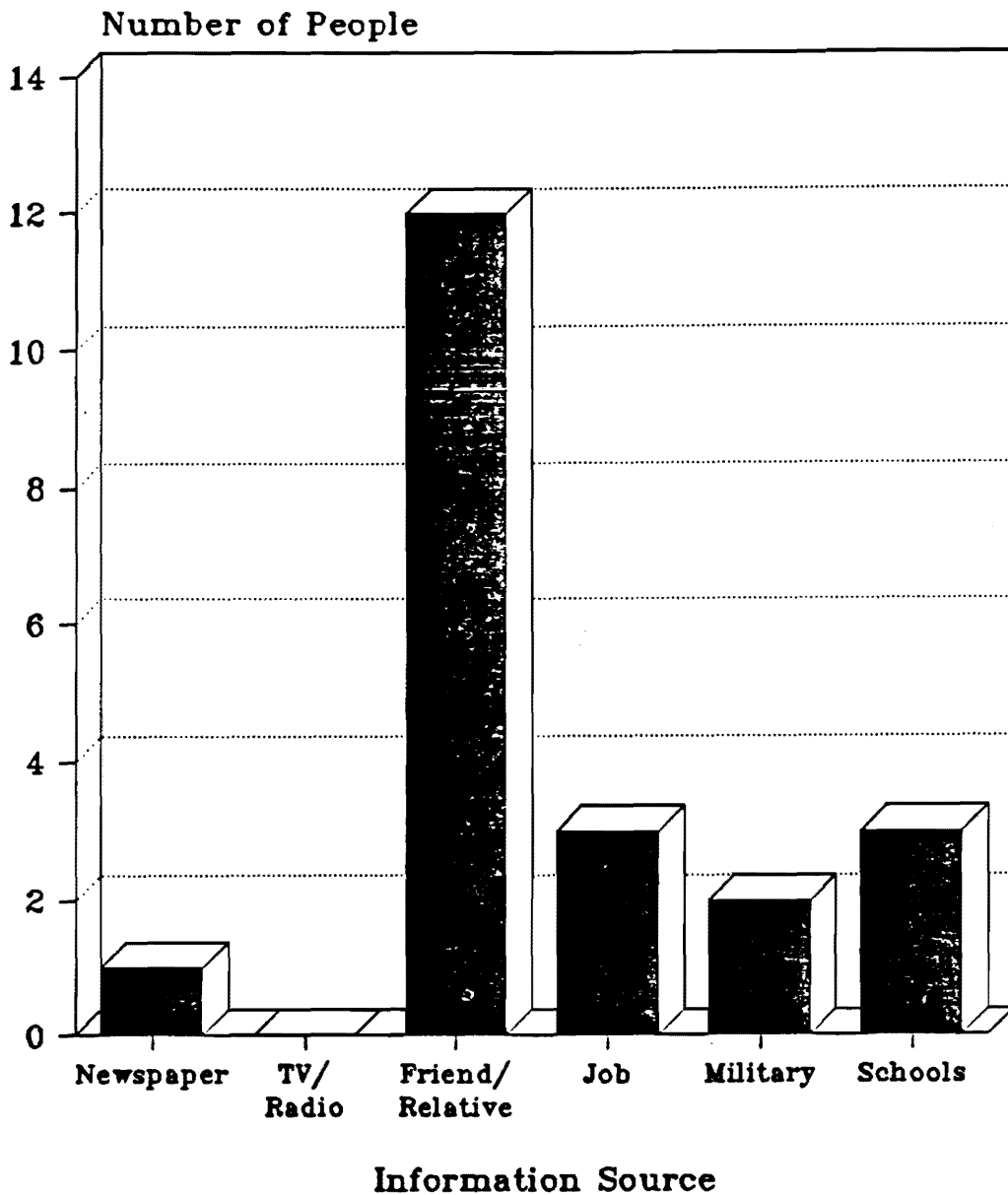


Figure 12: Source of Information on Where to Seek Learning Opportunities

learning opportunities for Kim and Maria. Only one respondent, Rodney got his information from the military. None of the respondents identified radio/T.V. as a source of information. Margaret's source of information on available learning opportunities was the newspapers. Only 7 of the respondents reported that they have gone out at least once on their own to seek information about potential learning opportunities.

The importance of information to participate in educational activities cannot be over-emphasized as it brings together potential learners to educational opportunities. Even though the sample population are from disadvantaged backgrounds, nevertheless almost all of them perceive that they have information or know where to seek information on available learning opportunities.

### Participation

Twenty (83.33%) of the sample participants in the interview dialogue said that they will ultimately participate in learning activity if the barriers they listed were removed. Four of the sample (16.67%) will not participate even if there were no obstacles. Terri said she has no motivation whatsoever to participate in any learning activity no matter how informal. She added that "now we are here [in the project], it is not in my agenda." Positive attitudes towards education seem to be contagious, the closer one is

to the contagious person the greater the likelihood of the person catching the interest. Individuals catch the interest from others around them (Cross, 1979, p.139). The environmental background of the sample population is not a fertile place to foster motivation for participation. In the next chapter suggestions to improve this situation will be recommended.

## Household Name

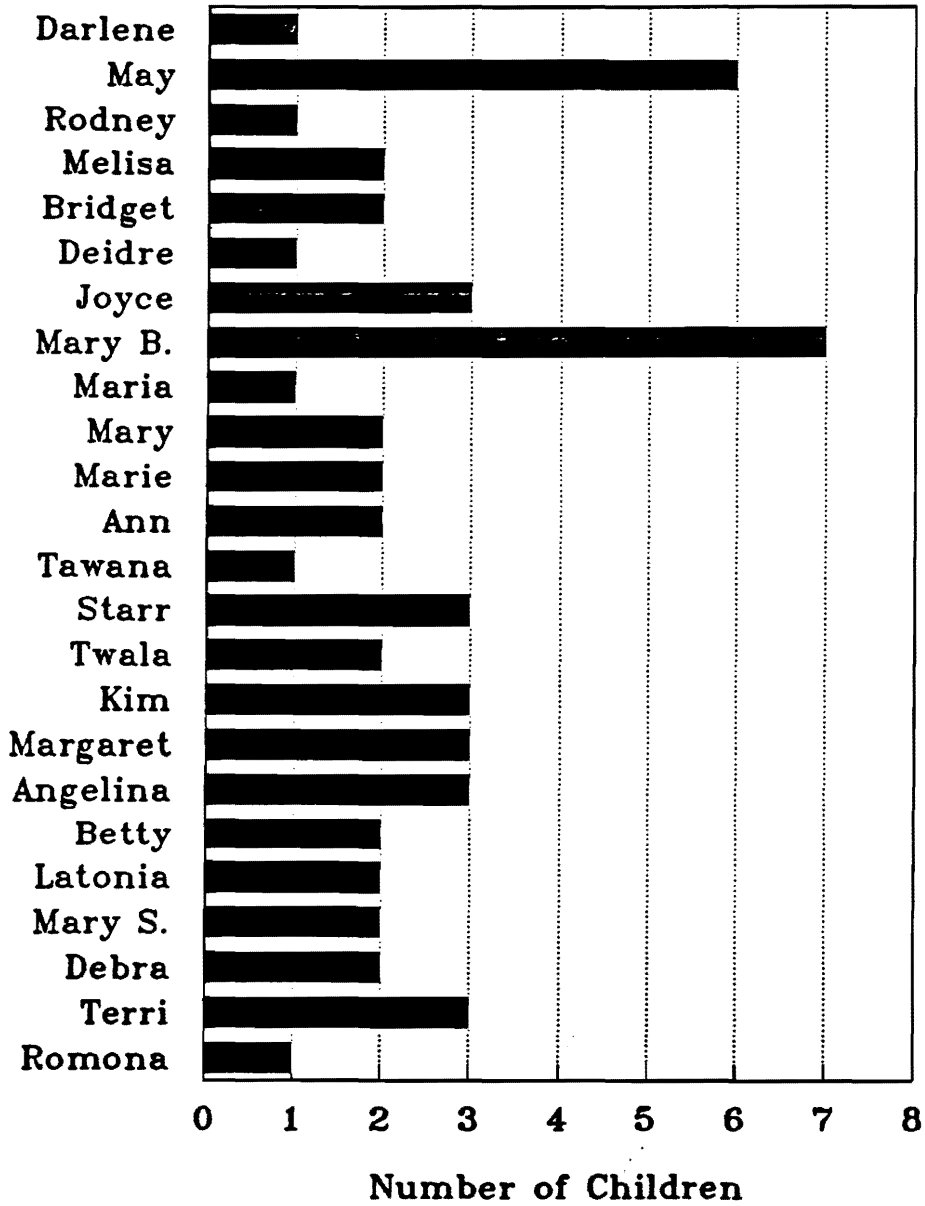


Figure 13: Number of Children  
Per Household ( Avg. number of children  
per household = 2.375 )

### The Results of the Questionnaire Instrument

This section of the research process was accomplished by the use of questionnaires to further probe the emerging themes from the interview process. The questionnaire was designed to gather such information as to what kind of jobs sample perceive that they can do and how they felt they can best be helped to get the training necessary to perform the jobs they are interested in. Lastly the questionnaire examined the relationship between the level of formal education and the various variables that impinged upon the sample population's educative behavior.

Some of the results of the interview-dialogue had indicated the perception of public housing residents that the current high school curriculum is not relevant to their real life experience. For instance, one respondent had questioned the rationale behind learning about who George Washington was, or what happened in the 1800's instead of what is happening now in the housing projects. Another respondent suggested that learning that Thomas Edison invented electricity is not relevant, but learning how to operate it is. Further, another respondent had suggested that learning should prepare one for what actually happens in real life. It was the desire to find out what types of skills and trades the respondents are interested in learning and how best they could be helped to acquire

these skills that led to the application of the second intervention strategy, the questionnaire instrument, as a means of achieving this objective. The respondents were presented with seven kinds of occupational trades: nursing aide, cosmetology, child care, secretarial, computer, hair dressing and culinary arts. They were asked to choose the trades that they perceive as their easiest and hardest to learn trades and how best they felt they could best be helped to acquire the training necessary to perform their desired trades.

Twenty-seven households participated in this second phase of the research process. The ages of respondents varied from 23 to 47 years, and their educational attainment ranged between 7th and 12th grades. Only five respondents or 18.52% of the 27 samples had jobs. The remaining 81.48% receive some form of welfare assistance. The participants were given a questionnaire instrument (See Appendix C) which they completed by themselves. The researcher assisted the respondents where necessary in explaining the questionnaire instrument. The rationale for using educational level as a reference is to determine whether the level of formal education has any impact on the occupational choices of the respondents. Presented in tabular form on the following pages are the results of the responses to the questionnaire.



TABLE 2

Relationship between years of formal education and choice of nursing aide as the most difficult job to learn.

Years of Education	NURSED*		TOTAL
	0.000	1.000	
10.000	2	2	4
12.000	6	9	15
11.000	0	5	5
9.000	0	1	1
7.000	0	2	2
TOTAL	8	19	2

\*NURSED = Nursing Aide is the most difficult job to learn.

TABLE 2 shows the number of respondents who indicated that Nursing Aide is the most difficult job for them to learn. A total of 19 respondents indicated that Nursing Aide is their most difficult job to learn. All the respondents who completed 10th, 9th, and 7th grades indicated that learning Nursing aide will be difficult for them. Only 29.62% of the respondents, most of which completed 12th grade indicated that they can learn to become Nursing Aide. This suggests that Nursing Aide trade may not be a realistic option for the sample, since it requires more education and specialized skills.

TABLE 3

Relationship between years of formal education and choice of cosmetology as the most difficult to learn job.

Years of Education	COSMOD *		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	11	4	15
11.000	5	0	5
9.000	1	0	1
7.000	2	0	2
TOTAL	22	5	27

\*COSMOSD = Cosmetology is the most difficult job to learn.

Table 3 depicts the number of respondents who identified cosmetology as their hardest to learn job. Only five respondents chose this trade as the most difficult to learn job. The remaining 22 respondents or 81.48% of the sample felt that cosmetology is an easy to learn job. Again, this points out that occupations requiring less training and intensive education are the most popular choice of trade for respondents.

TABLE 4

Relationship between years of formal education and choice of hair dressing occupation as most difficult to learn job.

Years of Education	HDLD*		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	9	6	15
11.000	5	0	5
9.000	1	0	1
7.000	2	0	2
TOTAL	20	7	27

\*HDLD = Hair dressing is the most difficult job to learn.

Table 4 shows that only seven respondents felt that hair dressing would be difficult for them to learn. As with cosmetology which does not require intensive formal training, an overwhelming 74.07% indicated that training in this area would be easy.

TABLE 5

Relationship between years of formal education and choice of culinary arts as most difficult to learn skill.

Years of Education	CHEFD*		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	11	4	15
11.000	5	0	5
9.000	1	0	1
7.000	2	0	2
TOTAL	22	5	27

\*CHEFD = Culinary Art is the most difficult job to learn.

In Table 5, five respondents indicated that culinary arts would be the most difficult job for them to learn. The table also indicates that all respondents below the 10th grade level of formal education felt that culinary arts would be easy for them to learn.

TABLE 6

Relationship between years of formal education and choice of computer learning as most difficult to learn job.

Years of Education	COMPD *		TOTAL
	0.000	1.000	
10.000	2	2	4
12.000	8	7	15
11.000	2	3	5
9.000	1	0	1
7.000	2	0	2
TOTAL	15	12	27

\*COMPD = Computer skills is the most difficult job to learn.

Twelve respondents in Table 6 felt that computer skills would be the most difficult job for them to learn. This number is much higher than the number of respondents who chose the less demanding skills of cosmetology and culinary arts as their most difficult to learn jobs. It appears from the table that the higher the level of training required to perform a task, the greater the number of respondents who identify such skills as very difficult to train for.

TABLE 7

Relationship between years of formal education and choice of secretary as most difficult to learn job.

Years of Education	SECYD*		TOTAL
	0.000	1.000	
10.000	2	2	4
12.000	7	8	15
11.000	3	2	5
9.000	2	0	1
7.000	2	0	2
TOTAL	15	12	27

\*SECYD = Secretary is the most difficult job to learn.

As with learning computer skills, which requires intensive training, the same number of respondents (12) in Table 7 identified secretarial skills as being one of the most difficult jobs to train for.

TABLE 8

Relationship between years of formal education and choice of nursing aide as easiest to learn job.

Years of Education	NURSEE*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	10	5	15
11.000	4	1	5
9.000	1	0	1
7.000	2	0	2
TOTAL	21	6	27

\*NURSEE = Nursing aide is the easiest job to learn.

Table 8 shows respondents choice of Nursing aide as their easiest job to learn. Only six respondents or 22% of the sample perceived nursing aide as their easiest to learn job. None of the respondents below the 11th grade chose this skill as their easiest to learn job. Only one respondent who completed 11th grade and five others who completed 12th grade chose this trade to be their easiest to learn skill.

TABLE 9

Relationship between years of formal education and choice of hair dressing as easiest to learn job.

Years of Education	HDLE*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	11	4	15
11.000	4	1	5
9.000	1	0	1
7.000	1	1	2
TOTAL	21	6	27

\*HDLE = Hair dressing is the easiest job to learn.

In Table 9, six (22%) of the respondents indicated that hair dressing skills would be their easiest to learn job. Four of these respondents completed the 12th grade, one each completed 7th and 11th grades.



TABLE 10

Relationship between years of formal education and choice of learning to become a chef as easiest to learn job.

Years of Education	CHEFE*		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	10	5	15
11.000	4	1	5
9.000	1	0	1
7.000	2	0	2
TOTAL	20	7	27

\*CHEFE = Culinary arts is the easiest job to learn.

Only seven respondents or 26% of the population chose culinary arts as their easiest to learn jobs. Five of these respondents completed 12th grade and one each completed 10th grade and 11th grade.

TABLE 11

Relationship between years of formal education and choice of child care as easiest to learn job.

Years of Education	BSE*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	11	4	15
11.000	4	1	5
9.000	1	0	1
7.000	2	0	2
TOTAL	22	5	27

\*BSE = child care provider is the easiest job to learn.

Table 11 shows the number of respondents who chose child care as their easiest to learn job. Only five (18.51%) of the questionnaire respondents chose this trade as their easiest to learn job. It is surprising to learn that even this trade which does not require too much training was chosen by only five respondents, four of which completed the 12th grade. One would have expected that the majority of the respondents with less education would choose this skill, but instead none of the respondents with less than 11th grade education chose this skill as their easiest to learn job.

TABLE 12

Relationship between years of formal education and computer training as easiest to learn job.

Years of Education	COMPE*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	8	7	15
11.000	4	1	5
9.000	1	0	1
7.000	2	0	2
TOTAL	19	8	27

\*COMPE = Computer skills is the easiest job to learn.

As expected, Table 12 shows that only people who completed higher grades of formal education chose computer skills as their easiest to learn job. A total of eight persons (29.62%) of the questionnaire sample comprising seven respondents who completed 12th grade and one respondent who completed 11th grade, chose computer training as their easiest to learn jobs. This reflects the notion that the greater the level of difficulty for training on a particular job skill, the higher the amount of education required to be able to master the skills necessary to perform the trade.

TABLE 13

Relationship between years of formal education and choice of secretarial job as easiest to learn job.

Years of Education	SECYE*		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	12	3	15
11.000	5	0	5
9.000	1	0	1
7.000	2	0	2
TOTAL	23	4	27

\*SECYE = Secretarial skills is the easiest job to learn.

Only four respondents or 14.81% of the 27 questionnaire respondents indicated that learning to be a secretary would be the easiest job for them to learn. Again, as with other computer skills, most of the respondents who chose this skill as the easiest job for them to learn completed the 12th grade. Only one of the four respondents completed the 10th grade.

TABLE 14

Relationship between years of formal education and choice of cosmetology as easiest to learn job.

Years of Education	COSMOE*		TOTAL
	0.000	1.000	
10.000	1	3	4
12.000	4	11	15
11.000	0	5	5
9.000	1	0	1
7.000	0	2	2
TOTAL	6	21	27

\*COSMOE = cosmetology is the easiest job to learn.

An overwhelming number of respondents in Table 14 chose cosmetology as the easiest job for them to learn. Twenty-one respondents or 77% of the 27 questionnaire respondents chose cosmetology as their easiest to learn job. The number of respondents who choose this trade is well distributed among the educational levels of respondents: eleven of the fifteen respondents who completed 12th grade chose this trade as their easiest to learn job. All five respondents with 11th grade level of formal education, as well as three of the four respondents with 10th grade level of education and the two respondents with 7th grade level of education, chose this trade as their easiest to learn skill.

TABLE 15

Relationship between years of formal education and interest in learning nursing aide.

Years of Education	NURSEL*		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	9	6	15
11.000	3	2	5
9.000	1	0	1
7.000	2	0	2
<b>TOTAL</b>	<b>18</b>	<b>9</b>	<b>27</b>

\*NURSEL = Learning to become nursing aide.

Table 15 shows that only 9 respondents (33.33%) chose nursing as the trade they were interested in learning. Six of these respondents completed 12th grade while two completed 11th grade and one completed 10th grade.

TABLE 16

Relationship between years of formal education and interest in learning hair dressing jobs.

Years of Education	HDL*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	10	5	15
11.000	3	2	5
9.000	1	0	1
7.000	1	1	2
TOTAL	19	8	27

\*HDL = Learning to become a hair dresser.

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Table 16 indicates that only eight respondents (29.62%) are interested in learning hair dresser jobs. Among the eight respondents who have interest in this trade, five completed 12th grade, two completed 11th grade and one completed 7th grade.

TABLE 17

Relationship between years of formal education and interest in computer learning.

Years of Education	COMPL*		TOTAL
	0.000	1.000	
10.000	3	1	4
12.000	8	7	15
11.000	2	3	5
9.000	0	1	1
7.000	0	2	2
TOTAL	13	14	27

\*COMPL = Learning computer skills.

Table 17 shows that the level of formal education for the fourteen respondents who expressed interest in learning computer skills are well distributed. At least one respondent in each of the five levels of education is represented in this trade. The highest number of respondents (7) completed 12th grade, three of the five respondents who completed 11th grade expressed interest in computer learning. All the one and two respondents who completed 9th and 7th grades respectively expressed interest in learning computer skills. Only one of the four respondents who completed 10th grade expressed interest in this trade.



TABLE 18

Relationship between years of formal education and interest in learning secretarial skills.

Years of Education	SECYL*		TOTAL
	0.000	1.000	
10.000	2	2	4
12.000	9	6	15
11.000	3	2	5
9.000	1	0	1
7.000	2	0	2
TOTAL	17	10	27

\* SECYL = Learning secretarial skills.

Ten respondents (37.03%) in Table 18 expressed interest in learning secretarial skills. Six of these respondents completed 12th grade while two each completed 10th and 11th grades. None of the respondents below the 9th grade expressed interest in this trade. It appears that the higher the level of skills needed for a particular trade, the less interested respondents with lower levels of education are in pursuing that trade.

TABLE 19

Relationship between years of formal education and interest in learning cosmetology.

Years of Education	COSMOSL*		
	0.000	1.000	TOTAL
10.000	1	3	4
12.000	3	12	15
11.000	0	5	5
9.000	0	1	1
7.000	0	2	2
TOTAL	4	23	27

\*COSMOSL = Learning cosmetology.

Table 19 indicates that twenty-three respondents or 85.18% expressed an interest in learning cosmetology. Twelve of the fifteen respondents who completed 12th grade and all the respondents who completed 11th, 9th and 7th grades overwhelmingly chose this trade as the occupation they are interested in learning. Also three of the four respondents who completed 10th grade showed interest in learning cosmetology. It appears that cosmetology is the most popular trade for the sample population.

TABLE 20

Relationship between years of formal education and interest in learning to become a chef.

Years of Education	CHEFL*		TOTAL
	0.000	1.000	
10.000	2	2	4
12.000	5	10	15
11.000	1	4	5
9.000	0	1	1
7.000	0	2	2
TOTAL	8	19	27

\*CHEFL = Learning culinary arts.

Nineteen respondents in Table 20 (70.37%) expressed interest in training to become a chef. All the respondents below 9th grade expressed interest in this occupation. Ten of the 15 respondents with 12th grade education and two of the four respondents who completed the 10th grade also indicated an interest in this trade. Four of the five respondents with 11th grade level of education also chose this trade.

TABLE 21

Relationship between years of formal education and interest in learning child care.

Years of Education	BSL*		TOTAL
	0.000	1.000	
10.000	1	3	4
12.000	4	11	15
11.000	1	4	5
9.000	1	0	1
7.000	0	2	2
TOTAL	7	20	27

\*BSL = Learning child care provider.

Twenty of the questionnaire respondents (74.07%) in Table 21 indicated their interest in learning to become a child care provider. Eleven and four respondents who respectively completed 12th and 11th grades expressed interest in becoming a child care provider. The two respondents who completed 7th grade and three of the four respondents who completed 10th grade also expressed interest in this trade.

TABLE 22

Relationship between years of formal education and information on hard to learn jobs.

Years of Education	FOH*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	13	2	15
11.000	4	1	5
9.000	1	0	1
7.000	2	0	2
TOTAL	24	3	27

\* FOH = Find out information on hard to learn jobs.

Respondents were asked in Table 22 to state whether they have ever sought information on job training for their hard to learn jobs. Only three respondents (11.11%) said that they have sought information on job training for their hardest to learn jobs. None of the respondents below the 11th grade sought information on job training for their hardest to learn jobs. Two of the 3 respondents who have sought information about job training in their hardest to learn jobs completed 12th grade. The other respondent completed 11th grade.

TABLE 23

Relationship between years of formal education and information on easy to learn jobs.

Years of Education	FOE*		TOTAL
	0.000	1.000	
10.000	4	0	4
12.000	9	6	15
11.000	5	0	5
9.000	1	0	1
7.000	2	0	2
TOTAL	21	6	27

\*FOE = Find out information on easy to learn jobs.

Table 23 indicates that 6 respondents (22%) of the entire sample has sought information on job training for their easy to learn jobs. All of the six respondents completed 12th grade. None of the respondents with less than 12th grade level of education has sought information on job training for their easy to learn jobs.

TABLE 24

Relationship between years of formal education and choice of formal schooling as a means of getting training for most difficult to learn jobs.

## Years of Education

	10.000	12.000	11.000	9.000	7.000	TOTAL
0.000	3	11	4	0	2	20
1.000	1	4	1	1	0	7
SCHD*						
TOTAL	4	15	5	1	2	27

\*SCHD = Formal schooling as a means of training for difficult job.

Respondents were further asked to state how best they hoped they could be helped to get training for the jobs they perceive as very difficult to learn jobs. Seven respondents as shown in Table 24 chose formal schooling route as a means of getting training for their hardest to learn jobs. Also, seven respondents in Table 25 chose employer paid courses as a means of getting training for the hardest to learn jobs.

TABLE 25

Relationship between years of formal education and choice of employee paid course as a means of getting training for difficult to learn jobs.

## Years of Education

	10.000	12.000	11.000	9.000	7.000	TOTAL
1.000	3	2	2	0	0	7
0.000	2	3	13	1	13	20
EPCD* TOTAL	5	5	3	13	1	27

\*EPCD = Employee paid course as a means of getting training for difficult to learn jobs. Only 7 respondents (25.92%) represented that they prefer employer paid course as a means of getting training for the easiest to learn jobs.



TABLE 26

Relationship between years of formal education and choice of on the job training as a means of getting training for hardest to learn jobs.

## Years of Education

	10.000	12.000	11.000	9.000	7.000	TOTAL
0.000	4	6	3	1	0	14
1.000	0	9	2	0	2	13
OTJD*						
TOTAL	4	15	5	1	2	27

\*OTJD = On the job training as a means of training for difficult jobs.

In Table 26, almost half of the sample (48.14%) indicated that on the job training (OJT) would be the preferred choice of getting training for their difficult to learn jobs. Nine of these respondents completed 12th grade and two each completed 11th and 7th grades.

TABLE 27

Relationship between years of formal education and choice of formal schooling as a means of getting training for easiest to learn job.

## Years of Education

	10.000	12.000	11.000	9.000	7.000	TOTAL
0.000	3	13	4	0	2	22
1.000	1	2	1	1	0	5
SCHE*						
TOTAL	4	15	5	1	2	27

\*SCHE = Formal schooling as a means of training for easiest jobs.

In Table 27, respondents were asked to choose how best they could be helped to get training for their easiest to learn jobs. Only five respondents (18.51%) chose formal schooling as an avenue of getting training for their easiest to learn jobs.

TABLE 28

Relationship between years of formal education and choice of employee paid course as how to get training for easy to learn jobs.

## Years of Education

	10.000	12.000	11.000	9.000	7.000	TOTAL
1.000	1	1	1	0	0	3
0.000	2	14	3	4	1	24
EPCE*						
TOTAL	3	15	4	4	1	27

\*EPCE = Employee paid course as a means of training for easy jobs.

Table 28, indicates that only three respondents (11.11%) felt that employee paid course was the best way for them to get training in their easiest to learn jobs.

TABLE 29

Relationship between years of formal education and choice of on the job training as how to get training on easy to learn job.

## Years of Education

	10.000	12.000	11.000	9.000	7.000	TOTAL
0.000	2	3	2	1	0	8
1.000	2	12	3	0	2	19
OTJE*						
TOTAL	4	15	3	1	2	27

\*OTJE = On the job training as a means of training for easy jobs.

An overwhelming number of respondents, 19 or 70.37% of the sample preferred on the job training as a means of getting training for their easy to learn jobs.

### **Analysis of the Questionnaire Responses**

Twenty-seven households participated in this second phase of the research process. The ages of the respondents ranged from 23 to 47 and their educational attainment ranged between 7th grade and 12th grade. Only five respondents or 18.52% of the 27 samples had jobs. The remaining 81.48% received some form of welfare assistance. The participants were given a questionnaire instrument which they completed by themselves. The researcher assisted the respondents where necessary in explaining the questionnaire.

Eighteen respondents, comprised of eleven who completed 12th grade and five and two respondents who respectively completed 11th and 10th grades, acknowledged that lack of child care were the reasons for their not participating in training or educational program. Only two respondents, one with 12th grade level of formal education and the other with 10th grade level of formal education said that their reason for not participating in a training program was because they were afraid that they will not be able to find a job after the training. Also, only one respondent with 12th grade level of formal education indicated that inappropriate courses offered by educational providers accounts for the reasons why the respondent is not participating in educational/training program. Similarly, only one

respondent with 10th grade level of formal education attributed lengthy training period as a reason for not participating in educational activity. Ten respondents, five of which completed 12th grade, two each completed 7th and 10th grades and one respondent who completed 9th grade cited expensive tuition as a reason for not participating in educational activities. Only five respondents, three with 12th grade level of formal education and one respondent each who completed 10th and 11th grades mentioned lack of transportation as a reason for non-participation in educational activity.

Table 23 shows that, only six respondents who completed 12th grade have made any attempt to find information about training for the easiest to learn jobs. Only three respondents, two of which completed 12th grade and one respondent who completed 11th grade, have made any effort to find out information about training on hardest to learn jobs.

Ten respondents (See Table 18), six of whom completed 12th grade, two who completed 11th grade, and another two who completed 10th grade, indicated that they would like to learn secretarial skills. Fourteen respondents, one with 10th grade level of formal education, seven who completed 12th grade, and three, two, and one respondents respectively with 11th, 9th, and 7th grade level of formal education, indicated that they would like to learn computer skills (See Table 17). Eight respondents, five

with 12th grade level of formal education, two with 11th grade, and one respondent with 7th grade level of formal education indicated that they would like to learn culinary arts (See Table 16).

Of the twenty-three respondents who would like to learn cosmetology, three completed 10th grade level of formal education, twelve completed 12th grade, five completed 11th grade, and one and two respondents completed 9th and 7th grades respectively (See Table 19). Out of the nine respondents who hoped to learn to become nursing aides, six completed 12th grade, two completed 11th grade, and one completed 10th grade (See Table 15). For learning to become a child care provider, seven respondents, four of whom completed 12th grade, and one each who completed 9th, 10th and 11th grades, chose this occupation as the one they would be interested to acquire the training to perform.

#### Respondents Easiest to Learn Jobs

The respondents were further asked to select the trades among the ones that they have chosen that would be easiest for them to learn or be trained for (See Tables 8 through 14). Only four respondents chose secretarial trade as their easiest to learn jobs. Three of these respondents completed 12th grade and one completed 10th grade (See Table 13). The eight respondents who chose computer trade as their easiest to learn skills

consist of seven respondents who completed 12th grade and one respondent who completed 11th grade (See Table 12). Out of the seven respondents who chose culinary arts, five completed 12th grade, one each completed 10th and 11th grades (See Table 10). Of the six respondents who chose hair dressing as their easiest to learn job, four completed 12th grade, and one each completed 7th and 11th grades (See Table 9). Only six respondents indicated that their easiest to learn jobs were nursing aide. Out of the twenty-one respondents who chose cosmetology as their easiest to learn job, eleven completed 12th grade, five completed 11th grade, and three and two respondents respectively completed 10th and 7th grades (See Table 14). Four persons who completed 12th grade and one person who completed 11th grade, for a total of six respondents, chose child care provider as their easiest to learn skills.

### Respondents Hardest to Learn Jobs

In Tables 2 through 7, the respondents were asked to choose jobs that would be most difficult for them to learn. Twelve respondents in Table 7 indicated that the most difficult job for them to learn would be secretarial jobs. Eight of the respondents completed 12th grade, two each completed 10th and 11th grades. Also twelve respondents in Table 6 chose computer



skills as their most difficult to learn jobs. Seven of these respondents completed 12th grade, three completed 11th grade, and two completed 10th grade. Of the five respondents in Table 5 who chose culinary arts as their most difficult to learn skill, four completed 12th grade and one completed 10th grade. Six persons in Table 4 who completed 12th grade and one person who completed 10th grade made up the seven persons who chose hair dressing as their difficult to learn jobs. Four respondents with 12th grade education and one respondent with 10th grade education were among the five respondents who chose cosmetology as their most difficult to learn skills. Nineteen respondents, nine of whom have 12th grade education, five completed 11th grade, two persons each with 10th and 7th grade formal education, and one person with 9th grade level of education indicated that nurses aide would be their most difficult to learn skill (See Table 2). Of the six respondents who chose baby-sitting (child care) as their most difficult to learn skill, four completed 12th grade and one each completed 9th and 10th grades.

#### Respondents' Best Way of Getting Training for Their Easiest to Learn Jobs

In addition, the respondents were asked to explain how best they felt they could be helped to learn their easiest to learn jobs. Of the nineteen

respondents in Table 29 who said that on the job training (OJT) would be the most preferred way for them to acquire the skills necessary to perform their easiest to learn jobs, twelve of these respondents completed 12th grade, three completed 11th grade, and two each completed 7th and 9th grades. Only three respondents (Table 28) who completed 9th, 10th, and 12th grades chose employee paid courses as a means of getting training for their easiest to learn jobs. Two persons who completed 12th grade level of formal education and one person each who completed 9th, 10th and 11th grades prefer learning about their easiest to learn jobs in a formal school setting. (See Table 27).

Respondents' Best Way of Getting Training  
for Their Hardest to Learn Jobs

For obtaining training in difficult to learn jobs, thirteen respondents, of which nine completed 12th grade, and two respondents, each who completed 7th and 11th grades, chose on the job training (OJT) as a means of acquiring training in their most difficult to learn jobs. Seven persons, in Table 25, two each completed 11th and 12th grades and three who completed 10th grade, chose employee paid courses as a means of getting training in most difficult to learn jobs. Table 24 shows that four persons who completed 12th grade and one person each who completed 9th, 10th,

and 11th grades, prefer formal schooling as a means of getting training in their most difficult to learn jobs.

Information about Job Training in the  
Easiest and Hardest to Learn Jobs

In the area of finding information about training in easiest to learn jobs, six persons, all of which completed 12th grade level of formal education, in Table 23, indicated that they have at least sought information about job training for their easiest to learn jobs. Three respondents, two each who completed 12th grade, and one person who completed 11th grade, indicated that they have sought information about job training on the jobs that they perceive as hard to learn (See Table 22).

### **Summary of the Questionnaire Responses**

First, it is recalled that the respondents were presented with seven different occupational trades from which they were asked to make certain choices as to which ones they perceived would be the easiest or the most difficult ones to get training in. The respondents were also asked to select the trade they are interested in learning and how best they felt they could be helped to get training for their desired trade choices. In addition, the respondents were asked to state whether they have made any efforts in seeking information about job training for their easiest and hardest to learn jobs. The seven occupational trades presented to respondents were: hair dressing, culinary arts, child care, nursing, secretarial, cosmetology and computer skills.

Nursing aide was identified by 19 respondents (70.30%) of the entire 27 sample as the most difficult job for them to learn (See Table 2). On the other hand, cosmetology was chosen by 21 respondents (77.77%) as the easiest job for them to learn (See Table 14). Similarly, an overwhelming 23 respondents (85.185) expressed interest in learning cosmetology (See Table 19). Only three respondents have sought information about job training in their hard to learn jobs, and 6 respondents (22%) have sought information on job training for their easy to learn jobs.

Nineteen respondents (70%) elected on the job training method as a means of getting training for their easiest to learn jobs. Fourteen respondents (51.85%) also chose on the job training method as a means of getting training for their hard to learn jobs.

In summary, it is clear that the three most popular skills that the respondents expressed interest in learning are cosmetology (23), child care (20) and culinary arts (19) (See Tables 19, 20, 21). It should be noted that cosmetology was also selected by 21 respondents among their choice of occupations as the easiest job for them to learn. Even though 20 respondents (74.07%) expressed interest in learning to become a child care provider, only 5 respondents (18.51%) identified it as their easiest to learn skill.

The respondents identified nursing aide (19), computers (12), and secretarial skills (12) as the most difficult career jobs (See Tables 2, 6, and 7). These occupations require more than minimal skills and fairly high level of education to be able to train in them. These responses appear to suggest that respondents seem to understand their limitations and made their selections accordingly, or it could be said that the respondents do not want to subject themselves to learning situations where their self esteem might be threatened. Cross's model suggests that persons who lack self

confidence in their own learning abilities are more unlikely to pursue learning activities that might pose a threat to their self esteem. On the basis of the present data, it is difficult to determine which of these two processes contributed to the respondents answers.

Only three respondents (11.11%) chose employer paid courses as a means of getting training for their easiest to learn jobs. Five respondents (18.51%) chose formal schooling methods as a means of getting training for their easiest to learn jobs. An overwhelming majority, nineteen respondents (70.51%) chose on the job training methods as a means of getting training for their easiest to learn jobs. Most of these respondents completed high school, and are aware of their academic skills, so this rejection of formal education procedures may suggest a lack of confidence in their ability to benefit from formal schooling or perhaps a lack of confidence in the ability of the formal education system to help them in their desired area of learning.

In terms of seeking information about job training for the hardest to learn jobs, only three respondents (11.11%) comprised of two who completed 12th grade level of formal education and one respondent who completed the 11th grade indicated they have attempted to seek information about job training in their hardest to learn jobs. (Table 22). On the other hand, six

respondents (22.22%), all of which completed 12th grade level of formal education indicated that they have sought information about job training for their easiest to learn jobs.

### **Analysis of Findings in Relation to the Research Questions**

The findings of the research study are hereby examined in relation to the original research questions that guided the course of the project. Before delving into detailed analysis of the research findings, it is pertinent to mention that the researcher felt confident that a good rapport was established with the respondents that enabled the researcher to accept their responses at their face value. Extended contact with each housing project and with these respondents produced a trusting relationship in which anonymity was assured.

#### **Research Question #1.**

*How does the sample evaluate themselves and their ability to participate in learning activities?*

Almost all the 51 sample public housing residents who participated in this study felt that they are capable of participating in some kinds of educational activities, although they preferred on-the-job training method

rather than formal schooling. None of the sample thought that his or her ethnic orientation has anything to do with their ability to pursue a learning project. The only male respondent in the sample felt that if anything, that ethnicity (being black) and the environment (public housing project) were enough reasons to ignite interest in participating in educational activity.

Almost all the sample expressed interest in learning some type of skills. Only one respondent (1.96% of the total sample) acknowledged that she has a limited ability to express herself both orally and in writing which she thought might pose a problem for her should she decide to participate in a learning project.

### Research Question #2

*How does the attitude held by the sample under study influence their participation in educational activity?*

The average educational attainment of the sample is the 11th grade. Majority of the original 24 sample (83.33%) said that they had positive to somewhat positive experience in grade school (See Figure 6). All but one (95.8%) of the interview-dialogue respondents agreed that acquiring new skills through participation in educational activity would make them feel more self-confident about themselves. All the respondents agreed that



education is rewarding. Similarly, all the 51 respondents expressed interest in acquiring some type of skills if their barriers were removed. The most desired skills that the respondents cited were cosmetology and child care. As shown in Table 19, 85.18% of the questionnaire respondents chose cosmetology as the skill that they are more interested in acquiring. 51.85% chose secretarial skills. A total of 13 persons, almost half of the 27 questionnaire respondents indicated that they would like to learn computer skills. Clearly, despite a seeming lack of confidence in their academic capabilities, a large proportion of these respondents appear willing to try to participate in the more demanding programs of computer training. Eight of these respondents completed 12th grade level of formal education. Equally, six of the 10 questionnaire respondents who selected secretarial skills as the trade that they would like to learn completed 12th grade. Two of the interview dialogue respondents set what appears to be unreasonable educational goals for themselves. Also, half of the interview sample indicated that they have no educational goals. Latoya, who had only a 10th grade level of education said that she would like to be a lawyer; while Maria hopes to become a politician. At the time of the interview, Maria was enrolled in a cosmetology school. The implication is that it appears that the sample public housing residents have a relatively clear idea of the type of

skills that they would like to learn. However, it appears that they may need counseling (or other form of intervention) to help them formulate reasonable educational goals and the means to achieve these goals.

In addition to expressing interest in learning certain skills, the 27 respondents to the questionnaire instrument appeared to have clear feelings about the general strategies they preferred for learning these skills.

Nineteen respondents (70.37%) chose On the Job Training (OJT) as how they hoped to acquire training needed for their easiest to learn jobs (See Table 29), as opposed to 3 respondents (11.11%) who chose employee paid courses. In general, respondents appear to have positive attitudes towards education (See Figure 6), however, these positive attitudes have not been transferred into action for the reasons already discussed in the research.

### Research Questions #3

*Does the sample perceive that participation in educational and training activities will help them to meet their goal?*

Half of the 24 interview-dialogue sample who responded to this question agreed that participation in educational activities will help them to achieve their goal. All the sample except one agreed that education is rewarding and that given the opportunity that they will participate in educational activity. However, half of the original 24 samples who were

interviewed said that they do not have any educational goals. Lack of motivation appears to be one of the biggest factors for not having educational goals. Romana, one of the interview-respondents said that she knew a lot of her colleagues who dropped out of school for lack of motivation. This sentiment was also shared by Terri. Clearly, motivation for education is very variable in this sample.

Research Question #4.

*What is the life transition experience of the sample public housing residents and how does it affect their participation in educational activity?*

As observed in the previous chapter, all the respondents (half of the original 24 cases) who had educational goals indicated that a major transitional event in their lives triggered their desire to participate in educational activity. High in the list among triggers was childbirth which was mentioned by 14 of the 24 original respondents (see Figure 8), followed by being on welfare mentioned 11 times. In each case, a major life transitional event was instrumental in arousing the interest of respondents to participate in educational activity.

Research Question #5.

*What information does the sample public housing residents have that*

*links them with learning opportunities?*

In the second intervention strategy using the questionnaire, only nine respondents or 33.3% of the 27 samples who responded to the questionnaire instrument indicated that they have sought information about job training in their easiest to learn and hardest to learn jobs. All the original 24 samples indicated that they know where to seek information on job training opportunities. Some of the respondents even named available resources where they could go and get the job training they needed. However, the sources of this information about available learning opportunities is very important. In Figure 12, a majority of the respondents who know where to seek learning opportunities indicated that they learned it from either their friends or relatives. This suggests that in order to effectively disseminate information about learning opportunities to the sample, it has to be through the word of mouth. A recommendation is suggested in Chapter V on how this could be achieved.

Research Question #6.

*What kind of barriers do public housing residents encounter that reduces their interest in participating in educational activities?*

The sample identified situational and psychological barriers as their

main barriers to participation in educational activities. Lack of child care, lack of time, lack of interest and tired of schooling were the most cited factors for not getting into training or participating in educational activities. In addition to the situational and psychological barriers, institutional barriers such as high tuition fees charged by educational providers were also cited (See Figures 9, 10, and 11).

Research Question #7.

*Does the sample of public housing residents perceive that the removal of external barriers will encourage them to participate in educational activities?*

All but four of the original 24 samples who responded to this question (83.34%) agreed that if all the barriers they cited were removed, that they will be able to participate in educational activities. Judging from the percentage of respondents who indicated that they will participate in educational activity if the barriers that they identified were removed, it appears that the majority of the sample might actually participate in educational activities if their barriers were removed. In addition, one respondent, Terri, indicated that she is the type of person who does not like to be pushed into something.

## CHAPTER V

### DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND POLICY INFERENCES

#### Discussion

In the preceding chapters, this research project has dealt with the barriers prohibiting public housing residents from participating in educational activities and the type of skills that they perceive that they are capable of learning. The research has also examined the reasons why public housing residents are not participating in educational activities in relation to their eligible adults. More importantly, the research has pointedly focused on the application of Patricia Cross' Chain of Response model (COR) as a guide to understand the educational interest and the barriers preventing public housing residents from participating in educational activities. The research took the various elements in the COR model and applied it to understand the educative behavior of public housing residents as well as the reasons why they seldom participate in educational activities. In sum, this research used Patricia Cross' Chain of Response Model as a guide to understand the complex socio-economic and environmental forces that infringe on public housing residents' interest in participating in educational activities.

The research has described the main barriers that prevent the sample public housing residents from participating in educational activities, as reported by the respondents. It is interesting to note that early childbirth, which incidentally is the main reason why they are on welfare in the first place, is also the main reason they cited as both preventing them from pursuing or participating in educational activities and the main reason why they would also like to participate in educational activities. It is important to note that the sample in this study has a higher rate of people who graduated from high school than the general population of public housing residents. Representativeness is not claimed for this sample, but it is important to recognize that the population of low income people does include some who have the characteristics of this sample.

Also, this research appears to indicate that a majority of the sample has information on available educational opportunities. Eighty-seven percent of the interview respondents perceived that they are aware of where to get information on available learning opportunities. On the Job Training (OJT) was listed by 70% of the questionnaire sample respondents as the best way for them to get training in their desired skills. The findings support the literature that poverty, crime, low self esteem, and deteriorating neighborhood environment are ubiquitous in public housing

projects. The research findings also support the literature that public housing households are headed by a single adult female without an adult male partner. Only 1.96% of the total sample population is headed by a male.

### Conclusions

The following conclusions could be made based on the findings of this research. Again, granted that the respondents answers are taken at their face value, the findings support the literature review that the need to adapt to changing circumstances in life such as birth, for instance, constitutes a powerful motivational force in influencing the desire of the respondents to consider to undertake an educational activity. In this study 58.33% (See Figure 8) of the interview respondents indicated that childbirth, which is one of life's transition events, made the respondents want to participate in educational activity. However, to further determine the viability of this claim, more research needs to be done in this area.

Based on the foregoing discussion, it appears that the respondents were shying away from occupations that require sophisticated skills such as computers, nursing aide and secretarial trades, but are interested in such career skills as cosmetology, child care provider, and culinary arts. These



occupational choices may be realistic career choices for them. It also appears that the respondents have a reasonable understanding of their limitations in terms of setting their standards on unrealistic career goals. In other words, despite their limitations, a large segment of the sample can make rational educational choices.

It can be concluded that a majority of the sample have information on available learning opportunities. Eighty-seven percent of the interview respondents perceived that they are aware of where to seek information on available learning opportunities.

Further, it can be concluded that on-the-job training is the most preferred method by which respondents hope to obtain training in their desired job skills. More than seventy-percent of the questionnaire respondents chose on the job training method as how best they hoped to acquire the training needed for their easiest to learn jobs (See Table 29).

It appears that the amount of formal education might be related to effort in seeking job training information. None of the respondents with less than 11th grade level of formal education has made any effort in seeking information about job training for either their hardest or easiest to learn jobs. All six respondents who indicated that they have sought information about job training for their easiest to learn jobs completed 12th

grade. This does not necessarily prove that the amount of education influences the effort expended in seeking information about job training on the easiest to learn jobs. However, this could be a significant factor in information seeking. This should be explored further in future research.

### **Recommendations and Policy Inferences**

Based on the findings in this study, some specific recommendations can be made:

Given that a majority of the respondents in this research study indicated their willingness to participate in educational activities, the greatest barrier to participation (lack of child care) must be removed. One of the ways to achieve this might be to provide day care centers in public housing projects or other alternative arrangements where residents could leave their children while pursuing their educational goals. However, any intervention which improves childcare opportunities may have a significant impact on the behavior of such respondents.

Some of the reasons cited by the sample public housing residents for non participation were psychological reasons. One way to combat this would be to assign a resident counselor to work with project residents to allay their fears of failure or perpetual entrapment in the welfare system,

as well as to provide them with intensive case management including counseling them on nutritional and parental skills, and the educational opportunities that are available to them. Whatever system of welfare reforms that emerge in the near future, a major effort at case management is likely to have a significant impact on its value. More research needs to be done in this area to determine the best way to deal with this issue.

Findings in this research suggest that the most effective method by which the sample respondents prefer to acquire skills is through on the job training. Therefore, a partnership between public housing administrators and the business community may be helpful in order to match project residents with their businesses interests. It was learned in the findings that the major source of information about learning opportunities for the sample is likely to be by word of mouth rather than the TV or newspaper. One way to facilitate this is to utilize the process of recertification for eligibility for public housing. This is a regularly scheduled event which must be carried out face to face with a housing administrator. Such a moment is ideal for communicating training information.

The ubiquitous vagrancy and high crime activity observed by the researcher in the projects supports the literature review that high crime activity is concentrated in public housing projects. This calls for public

housing administrators to increase police activity to shore up security in public housing projects. The researcher on one occasion heard gunshots while conducting an interview in one site. Because of the high concentration of poverty and what appears to be an unintentional segregation of a particular ethnic group in the projects, this research therefore recommends scattering of public housing to avoid the high concentration of poverty in one place.

The previous poverty programs discussed on page 43 concentrated on creating job opportunity in the construction industry for the unemployed urban male. The sample in this study are single females raising their children without an adult male partner. The job needs of these women are different from those of the males. As identified in the findings of this study, the sample public housing residents are interested in learning cosmetology, child care, culinary arts, secretarial and computer skills, occupations which generally do not attract young minority males. Therefore, it is recommended that job training planners carefully examine the needs and interests of single women with children. Job training planners therefore could reconsider their tasks in the light of the needs of these women.

During the course of the study the respondents denied having adult

male partners living with them. Granted that the respondents answers are accepted at their face value, extended family network system or other support groups may be encouraged for this group. However, further research needs to be done in this area to find out what type of support system that the sample could accept and use more effectively. Hopefully, this will help strengthen and promote positive family values among this group of people.

The study also supports the literature review that the main source of income for public housing residents is welfare. Seventy percent of the sample population indicated that their sole source of income was AFDC and food stamps. It was learned during the interviews that any time a household earns an income, the percentage of rent contributed by the household rises, conversely, the amount of welfare assistance falls. Thus, this creates the dilemma of discouraging public housing residents from seeking employment for fear of losing their benefits and increasing their housing costs.

In the light of this dilemma, it is therefore recommended that more research be carried out to determine whether public housing residents should be encouraged to seek gainful employment to supplement their welfare income. The welfare system should not penalize any recipient who

wants to improve himself or herself by earning extra income. The cure is not to eliminate [welfare], but to instill the confidence that their efforts matter. "Wouldn't it boost their (welfare recipients) confidence to know that they are earning their way?" (Raspberry, 1992, P. A29). The poor deserve decent housing, but not at the expense of the working poor, who can help to stabilize housing developments (Dreier & Atlas, 1993).

Public housing was originally intended to be a temporary housing for distressed families until they are able to "get back on their feet" and move out. This sight should not be lost. Therefore, it is recommended that further research work be done to see whether public housing should be run as a long term transitional housing facility, where residents should be sheltered and provided with an intensive case management and relevant support services which prepare those who want to move out to do so as soon as they get the necessary training, counseling, skills, and jobs to help them enter the labor market.

There are several broad generalizations which might be drawn from this study. These include:

This population of residents of public housing is likely to be extremely variable in respect to their motivation, self esteem, and commitment to job training. Welfare reform must be based on this fact rather than on an

inappropriate stereotype of a single type of resident.

Residents are likely to be very responsive to any kind of job training program which is included in welfare reform legislation. Public housing residents appear quite committed to training even though there is likely to be a very variable response to participation.

Family support, and particularly child care, should be a major component of any welfare reform program since this will help remove barriers to participation in training. With these inferences reflected in new legislation, an impact on the welfare rolls can be expected.

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Appendix A

Verbatim Transcription of the Interview-Dialogue Responses

## **II. Verbatim Transcription of Interview-Dialogue**

### **Respondent #1**

- I: Do you think you are capable of participating in learning activities?
- R: Yes, I am.
- I: What type of learning activities do you think you can actively participate in?
- R: I am interesting in cosmetology and I will be attending class in September.
- I: Are you willing to take the risks associated with learning new things?
- R: Sure.
- I: Do you think that participating in educational activity will be rewarding?
- R: Yes it will be for me. It will benefit my life more better - learning more.
- I: Given the opportunity can you participate in educational projects?
- R: Yes, I'm willing.
- I: Do you think your ethnic orientation makes it less desirable for you to participate in educational activities?
- R: No.
- I: Does language present a problem in your efforts to undertake learning activities?
- R: No, I would like to study another foreign language.

I: Besides English?

R: Besides English, maybe Spanish because my neighborhood has a lot of Spanish people in it and, therefore, if I deal with those type of educational activities, I'll run into those people and it will better my job career.

I: How much formal schooling do you have?

R: I graduated. I have my high school diploma.

I: Did you have a positive or negative experience in your early period of early school?

R: Positive.

I: In what way?

R: Educational wise, everyone has peer pressure in that it does bring on negativity within yourself. But, I dealt with it, I had my parents to deal with that with me.

I: In general, did you like your formal education?

R: Yes, but I feel as though, they need to qualify their teachers more better to deal with the peer pressures with you.

I: Do you think that participating in learning activities will help you to get ahead in life?

R: Of course.

I: In what way?

R: Learning more can better anyone but I have my mind set on bettering my life with more education. Education can get you far.

I: Do you feel schooling is not made for you?

R: No, schooling is made for everyone. Any Black person out here

-- Black or White but mainly Blacks because they say that we lack education. That is one thing Black people do lack and I am trying to not be in that same statistic as everyone else.

I: Do you believe learning any kind of skill will make you feel more self-confident about yourself?

R: Of course, I have more things on my mind -- more things to think about and education is like I said "Black people need to indulge in it like they indulge in drugs, indulge in education. Put that your first priority in life even though I have a child but I still try to make that my first priority.

I: Do you have any educational goal?

R: I want to be a cosmetologist. That doesn't have anything to do with education but you have to know the meanings of hair conditioner and you run into a lot of different people and you have to know how to conversate and know certain things to go on in life.

I: What specifically do you hope to gain from participating in cosmetology school?

R: Less time in the society, I'll be working and dealing with different people and meeting different people and maybe I might do that on the side but I want to have some type of business skill -- some type of typing and filing. I do have those skills. I do have those skills at this time but it is more in depth, more typing. I can work on that more.

I: Do you think the existing educational opportunities will help you achieve your goal?

R: Yes, it will because I need the education. You always need more education, high school education is not enough that's why they have colleges and educational activities for people that want them.

I: What single event in your life make you feel that you are ready to learn?



- R: Yes, because I have to raise a daughter. I'm 19. She has to grow up in this society and I like I said Black people need the education and I have to be educated to educate her.
- I: Does being on welfare impinge your decision to seek new learning opportunities?
- R: No, it helps me a lot. But, see the Public Assistance is for the welfare of my daughter and not for me and therefore, that gives me time to better my life in education and other things.
- I: What are you ready to learn now? Well, you said cosmetology.
- R: Cosmetology and more business skills at this point.
- I: How can you be helped to gain this knowledge?
- R: They need more counselors, more programs for young teenagers to get into with kids that is on Public Assistance. They need to get involved with your, your, not your lifestyle but with dealing with your family. Maybe your mother can deal with you more better than anyone else out in the street because I'm young and I always need someone to talk to but they need to make counseling for the people on Public Assistance because we have problems. You know, you run up against all types of things in life everyday but they need to talk to us more than giving out paperwork and doing this and giving us the money. They need to check into what we're doing with the money, uh make more programs for us that, you know we can work together - unity, unity.
- I: What makes you think that you are ready to learn?
- R: Because I'm young, I have the advantage out here and like I say, education should be a first priority in any Black persons life. I'm ready. I have a daughter to raise.
- I: What do you consider as major barriers to your educational participation?
- R: Major what?

I: What holds you back from learning?

R: Peer pressure stops you a whole lot and your family environment. The environment that you live in -- we need more housing, more apartments for people that is on Public Assistance and then we can better our life with a comfortable environment. Like your family, your mother's on drugs. You can't cope in school because it's always on your mind. You know, I'm 19, let me get an apartment, pay low income rent and let me better my life some.

I: Is cost of education too high for you?

R: No it is not. My father and mother can afford to send me to college but I have the advantage because I am on Public Assistance and I don't have to go to them for money or certain things to better my education.

I: Do you lack time to go to school?

R: Yeah. They give us good time, in the evening or in the day because my daughter be going to school in September. I'm trying to get me a job and go to school at night and I have that advantage.

I: Do you lack child care?

R: Of course, but I am overprotective of my daughter and I don't want to leave her with anyone but they have so where you can pick the babysitter that you desire to keep your daughter and you know, the government pays them. I enjoy it; it's good.

I: Inconvenient schedules?

R: No inconvenient schedules. They give us a you know, a stretch.

I: How about high tuition costs?

R: It does not bother me because like I said I don't want to ask my mother and them but money is not everything and you can get money when people see you better yourself they will offer things to you. You have to have that conversation and education to get you money.

I: Do you lack the interest to learn?

R: No, I am not lacking. I have my mind set on it.

I: Do you consider yourself too old to learn?

R: No. No one is never too old to learn. My grandmother needs to know a lot more.

I: Are you tried of schooling?

R: No, I am not.

I: Do you think that you are not the schooling type.

R: Everyone can change there lifestyle. You may be a bad person at first but you, like I said the counseling will help to change people. Girls, young girls that's out here on drugs. Counsel them. Everyone needs someone to talk to. They don't have parents.

I: Are you aware of any educational opportunities that can help you to achieve your goal?

R: Yes, I am.

I: Are you aware of those educational opportunities?

R: Yes, I'm aware.

I: Where? Where are they?

R: Bell Vocational Center. They have it for adults. Franklin Adult Center, I went there before.

- I: Do you know where to seek these goals, opportunities?
- R: Yes, I do.
- I: When was the last time you heard anything about potential learning activities?
- R: Yesterday, I called myself and enrolled myself for some business courses and cosmetology.
- I: From what source did you learn this information? Newspaper, radio, t.v. or from friends.
- R: From neighborhood. Everyone talks a lot and I hear about these things but the government does not let us know about the educational activities. You have to find out on your own. That's what I mean by counseling. They are more in-depth with their client.
- I: Have you every received any information in the mail about learning opportunities?
- R: A few times, I wasn't qualified because my daughter was not old enough.
- I: Have you ever gone out on you own to seek out information on potential learning activities?
- R: Yes, I have that's the information that I'm dealing with now.
- I: If all the barriers that you identified are removed, do you think you can honestly participate in learning activity?
- R: Yes, because I have my mind set on it. I really don't need counseling because I'm one out of a million that have a mother and father to talk to and to guide me along in life and education is one of the main things that we do conversate about.
- I: Well, thank you. What's your name?
- R:

I: Date of birth?

R: .

I: Sex?

R: Female.

I: Marital status?

R: Single.

I: Monthly income?

R: \$321

I: Number of children?

R: 1

I: Employed? Are you employed now?

R: I might be because I am waiting on a phone call from job where I had a interview today.

I: Well, as of today - no?

R: Yeah, he's calling me to tell me what time he's going a pick me up in the morning.

I: What's your race? Are you White, Black, Hispanic or Asian?

R: Afro-Black American.

### **Respondent # 2**

I: Do you think you are capable of learning?

R: Yes.

- I: What type of learning activities do you think you can actively participate in?
- R: I don't know about that now.
- I: So there is nothing you feel that you can actively learn? Like maybe typing, secretarial skills.
- R: I've already tried all that.
- I: And what happened?
- R: I passed. Just on an average basis though.
- I: Are you willing to take the risks associated with learning new things? Sometimes when you start to learn new things you have take some risks -- like child care. Are you willing to take such risks?
- R: Not right now.
- I: Why wouldn't you like to take such risks?
- R: Because I'm pregnant and I have a young child.
- I: Do you think that learning will be rewarding?
- R: Yes.
- I: In what way?
- R: Knowledge. You gain knowledge of something, whatever it is you're learning.
- I: Given the opportunity, can you participate in learning activities? If you have the opportunity, can you go ahead and learn?
- R: I believe so.

I: Do you think that your ethnic background makes it less desirable for you to participate in learning activities? In other words, do you feel that since I'm Black, I cannot learn?

R: No. I don't feel that way. Everybody and anybody can learn. I mean as long as you have a mind you can learn.

I: I guess regardless of race?

R: Regardless of race, that's right.

I: Does language present any problem in your effort to undertake learning activity? In other words, does the language of instruction which is English is it any problem for you to actively learn?

R: No, it's no problem. I understand English. That's the only language I do understand.

I: How much formal schooling do you have?

R: I finished the 12th grade.

I: Did you have a positive or negative experience in your early period of formal school?

R: I would say positive experience.

I: In what way was it positive?

R: I learned a lot and I didn't really have too many problems. The only problems I had was when I brought it on myself and that was just coming from normal adolescence but other than that, I didn't.

I: Adolescent problems such as what?

R: I mean you get hard headed. You don't want to go to school. You think you know it all but you really don't.

- I: Do you think your teachers were well prepared to deal with your situation?
- R: Yes. I think they was.
- I: In general did you like your formal education?
- R: Yes.
- I: How would you describe your likeness of your formal education?
- R: Well, like I said - I learned a lot.
- I: Do you think that participating in learning activities will help you to get ahead in life?
- R: Yes, because you need education to get ahead. And you can't get ahead if you don't have no education. That's how society is.
- I: Some people feel that schooling is not made for them. They just give up and say well, I'm not the schooling type. Do you feel that way?
- R: No, I don't feel that way but I do know people that feel that way.
- I: What do you think makes them feel that way?
- R: Well, a lot of times, as far as Black people I think, the education system is not really geared toward them anyway. So, sometime they have a complex about that.
- I: Do you believe that learning any skill will make you feel more self-confident about yourself?
- R: In a way, but I think confidence comes from within. It doesn't make a difference whether you have it or not. It just something that you have or you don't have. You either got or you don't.



- I: In other words, it doesn't matter whether you have skills or not you still may have confidence in yourself?
- R: That's right.
- I: Do you have any educational goals? In other words, do you have any certain period of time that you have said that this is the time that I'll go out and learn some skills to improve myself? Do you have any set goals?
- R: Not right now. I don't. No.
- I: What would you say is the impediment that makes you not to have the goal right now?
- R: Mainly my circumstances which is pregnancy and my young child.
- I: What specifically do you hope to gain from learning if you have to?
- R: Just knowledge that's all.
- I: Assuming that you want to learn, do you think that the existing educational opportunities will help you to achieve this goal? In other words, do you think that they have enough learning opportunities around to help you gain the knowledge you would like to gain if, for example, you are not pregnant?
- R: Yes, I do. They have a lot of programs you can get into.
- I: What type of programs are those?
- R: All kinds. They have typing, accounting, cosmetology. It's all kinds. You can just about be anything you want.
- I: What single event in your life make you feel like you are ready to learn? Some people say that because they have children it makes them feel ready to learn so that they will be able to get the knowledge or skill to raise their children or be a role model

for their children. Is there any particular thing that strikes you that makes you say, "I am going to go out there and start learning some form of skills"?

- R: Well, I guess it could be my children because when you in an environment where you can't gain anything then you have to do something to get out of that environment. So, I guess you have to be motivated by your children.
- I: Does receiving any Public Assistance influence your decision to learn?
- R: Yeah because Public Assistance will make you lazy and it will keep you down.
- I: In other words, Public Assistance keeps you lazy and down. Is it motivating or does it repress your motivation?
- R: It represses your motivation but you have to come to that point where you say, "Well, I want to get off of it". So you would have to make that move. But it definitely it brings your motivation down though.
- I: If you would like to learn what would you be ready to learn? For example, you are not pregnant and you don't have your children to think about, what would you want to learn?
- R: I'd say accounting. I like accounting.
- I: How can you be helped to gain accounting knowledge? In other words, you would like to learn accounting. How do you think you could be well helped to learn accounting?
- R: You mean as far as a program?
- I: As far as helping you through motivation or some grant?
- R: Well, the Public Assistance you know, they have programs for all single mothers. Anybody that's on welfare can get into a program at any given time and they do have accounting programs. I do know that. I would have to go through that

program.

- I: What makes you think that you are ready to learn or participate in a learning activity?
- R: Well, right now, like I say I'm not into that right now.
- I: What do you consider as major barriers to your participating educational activity? What do you think that is holding you back? You mentioned pregnancy and a young child.
- R: Yeah, pregnancy right now. It's not holding me back. It's just that right now I'm not ready to get into anything else but that.
- I: How about cost of education? Do you think cost of education is high?
- R: Too high. I believe everybody should be granted the opportunity no matter how poor or rich they are because it doesn't cost nothing to open up a book but they hold people back for lack of money. They know everybody don't have money so that's why they do that. They put a price up on it and it's not even necessary. Most people going to college don't even learn anything. They don't I mean I know a whole lot of people that graduated from college and they haven't learned anything.
- I: Do you lack the time to learn?
- R: Right now, I have lack of time.
- I: How about transportation and child care?
- R: I would say yeah to all three of those things. Yeah, I have lack of all three of them right now.
- I: Do you think that the location of the schools are too far away?
- R: No, not in the metropolitan area. I would say no because they got buses to go everywhere. If you really want to get there, I think you can get there.

- I: Do lack the interest to learn at this moment?
- R: Yes, I do lack the interest to learn right now - yeah.
- I: Do you think that you are too old to learn?
- R: No. You are never too old to learn.
- I: Are you aware of any educational opportunities that can help you to achieve your goal if you had any? Are you aware of schools that can help you to achieve your accounting goal?
- R: Yeah. I mean I couldn't name them. But I am aware of programs.
- I: Do you know where to seek these opportunities. Do you know where to find them?
- R: Yeah, they have OIC and Bell.
- I: What's Bell?
- R: It's a vocational school.
- I: When was the last time you heard about potential learning opportunities?
- R: I hear about them everyday. There is always something that is up in the air.
- I: From what source? Maybe newspaper, radio, t.v., friend or relative?
- R: Friends. Mostly friends and sometime they send stuff in the mail -- pamphlets and different things.
- I: Have you ever received any information in the about potential learning opportunities?
- R: Yes, I have.

I: What type of learning opportunities did they send you?

R: PTC be sending a lot here. That's a computer school.

I: What's PTC?

R: It's a computer school that teaches you how to work on a computers and stuff. Word processing and other things, programming and stuff like that.

I: Have you ever gone out on your own to seek out information on potential learning activities? Have you ever gone out to look for where to study?

R: No.

I: What do you think makes you not to have gone out to seek potential learning activities?

R: I just lack the interest of it that's all.

I: If all the barriers you mentioned are removed, do you think you can participate in learning activities? In other words, say for example, you are no longer pregnant and you don't have the kids to worry about do you think you can just go out here and learn?

R: I could but you still have to have the interest within yourself. You know, it doesn't make no difference if you don't. If you don't really want to learn anything you are not going to never learn.

I: What is your name?

R:

I: What is your date of birth?

R:

I: Male or Female?

R: Female

I: Married, single, divorce, separated, or widowed?

R: Single

I: What is your monthly income?

R: \$359 per month.

I: Number of dependents?

R: Plus myself? That's just me right?

I: No.

R: Two.

I: Are you employed? Yes or No.

R: No.

I: Are you White, Black, Hispanic or Asian?

R: Black.

### **Respondent #3**

I: Do you think you are capable of participating in any learning activities?

R: Yes.

I: What type of learning activities do you think you can actively participate in?

R: I would like to get on the police force and I'm studying cosmetology in

Image Beauty Academy right now. It's several capabilities that I have. I have learning capabilities.

I: Are you willing to take the risk associated with learning new things?

R: Yes.

I: In other words, are you willing to forsake the time and put forth the effort that is required to participate in learning?

R: Yes.

I: Do you think that participating in learning will be rewarding? In other words, you think that participating in educational activities is rewarding?

R: Yes.

I: In what way do you think it is rewarding?

R: It is good to participate in learning activities because the reward you get from it you know, you seek knowledge, you must know, you get knowledge from it. So, it's rewarding as far as teaching you new things.

I: Given the opportunity can you participate in educational projects?

R: Yes.

I: Do you think your ethnic orientation makes it less desirable for you to participate in educational activity? In other words, do you think that because you are Black you may not be able to participate in learning activities?

R: No, I don't think that my color has anything to do with it. Because I feel as though you can do as much as you want how ever you motivate yourself and you can succeed at anything if you give it enough chance and motivation and hard work.

I: Does language present a problem in your effort to undertake learning activity?

R: No, it doesn't.

I: How much formal schooling do you have?

R: To the 12th grade.

I: Do you have a positive or negative experience in your grade school during the time you were in formal school?

R: It was positive experience because I had a positive family behind me and I guess it was a well as was to be expected for any teenage kid coming up in school. It was pretty positive.

I: So in what way was it positive?

R: It was positive because I think I got, you know, I think I got as much education out of it as I possibly could without going to a higher level - like to college. But I believe that I could have went further if I had went to college. But when I was in grade school, I think I got as much as I possibly could out of it.

I: In general, did you like your formal education?

R: Yes.

I: Do you think participating in learning activities will help you to get ahead in life?

R: Yes and speaking about the last question you just asked me about do I think that I got all I could out of my grade school - I would have to go back and say in somewhat because a lot of the things they teach you in grade school is things that you don't really need now -today. Like the history books that are dated back in 1800's or whatever right. But we need to learn stuff that is going on now and they are going to teach our children. I'm 23 you know, and they going to teach my children in school about George Washington when they need to



be teaching them, you know, something more up-to-date. Like something just happened in the 60's instead of something that happened in the 1800's. The stuff they teach you in school really don't benefit you in today's world unless you concentrate more on teaching you stuff that benefit you.

I: Do you feel schooling is not made for you? Some people feel that schooling is not made for them.

R: I don't feel as though schooling is not meant for me but I feel as though as lot of people think that because just because you're not good in school does not mean you're not good at other things. You could be good in some type of vocation like some type of trade and you don't have to be good in school. You don't have to be real smart in school. You could be, you know, bad in school as far as studies but that doesn't mean that you're dumb. You know what I'm saying? You don't have to be a "A" student to prove that you know something cause a lot of times some people can't study. They find it hard to study.

I: Do you believe that learning any kind of skill will make you feel more self-confident about yourself?

R: Yes.

I: In what way? (probe)

R: It teaches you ah. I know with going to cosmetology school it teaches you how to. That general subject teaches you how to have self-confidence and personal development and personality development so it all depends on what studies you going for but it do teaches you. . . they more you read and the more you learn it teaches you more about yourself, you know. But, if you isolate yourself, you know, from learning, then you stay at one state of mind, you know. The more you learn, the more it broadens your horizon.

I: Do you have any educational goals?

R: Yes, I want to go to the police academy and study law and

study crime, you know. Street law and become a policeman.

I: How did you come to that decision?

R: Because I've always wanted to become a policeman and I applied and I think I'd make a good cop.

I: Specifically what do you hope to gain from participating in learning activities?

R: A better job, a better future, a better tomorrow for my children. You know, because the future is coming, it is here and we all should look forward to playing our part in making it better for everybody, you know and I feel as though if everybody plays their part in learning and getting the best education they can for themselves and their children, it'll make not only the United States a better place, you know, it make the whole world a better place.

I: Do you think that participating in any educational activity will help you to achieve this goal?

R: Yes, I believe so.

I: Do you think the existing educational opportunities will help you to achieve this goal? In other words, do you think there is enough learning opportunities or institutions to help you obtain your goal of being a police officer?

R: Yes, I believe so.

I: What single event in your life make you feel like you are ready to learn?

R: Actually the birth of my two children. Because I feel as because for a long time I haven't been only surviving as far as existing and doing what I had to do to provide a roof over my head and over my two children's head by them getting older not only to be able to exist but I want to be able to live because I want to be able to provide some of the things for them that

they need. As far as college education and as far as you know the things that they need and if I don't learn something and learn more than I know now, I won't be able to teach them or help them with their studies and I think that's where a lot of our children fail because they don't have parents that are able to, you know or have further education to help them and so they can't help themselves so they can't help their children. So that's why I want to further my education.

I: Does receiving welfare assistance influence your decision to seek new learning opportunities?

R: Yes, it does because I feel as though when you receive assistance it's not saying that you are a bad person or that you are a poor person it just saying that you need assistance but it's not a get rich quick scheme in that you have to do something in order to help yourself because you don't want to repeat the process generation after generation of your child and then their children and everything. So, I believe that further education and I believe that they should enforce more laws that if you receive public assistance that you should be in some type of job training or some type or some type of schooling in order to receive the assistance in the first place because I don't feel as though it's going to benefit you just to receive a check and sit home in front of the t.v. either.

I: What are you ready to learn? I believe you said police academy?

R: Yes.

I: How can you be helped to gain this knowledge?

R: A decent academy and helping me with my common skills as far as knowing what's going on out here. I see a lot of things that go on around me, you know in my area and in the Washington Metropolitan area but I only see and I don't know exactly what police force and the Department of Corrections go through when they have to fight this first hand on hand, you know. So, stretching my knowledge and knowing exactly

what's to be expecting and what's going on around me and letting me know, you know, how to handle certain situations when I upon some type of individual, you know and how to handle a situation. So that's how teaching me to do that I think will help to make me a good cop.

I: What makes you think that you are ready to learn or participate in a learning activity now?

R: Because I just want a better job and a better future and I just want things out of life that I guess everybody want. I want to be able to live and I want a nice future because you have to get into some that promises you a decent future because if you don't look forth to the future than I don't know. I don't quite understand where that will leave you.

I: What do you consider as major barriers to your educational participation? In other words, what are the things that are holding you back now from participating in learning activities?

R: Nothing right now but I can recall about one or two years back that my children were real small, you know. It was hard for me to get out and go to school and pay a babysitter at the same time but since they're in school now all day. They go to school from 9 to 3 and I can go to school from 9 to 2:30 and get home in time enough to pick them up and then they have proper day care before and after services that help me now. So, I'd say about a year or so back it was hard for me to go because I didn't have the proper babysitting for my children.

I: Do you lack the interest to learn now?

R: No, I don't lack the interest to learn. I say that my wanting to learn and my interest in learning is increased far more better than it did a couple of years ago.

I: Are you tired of schooling?

R: No, I'm not but I think if they don't change the system in a way in the way they teach kids and the way that they write the textbooks --

I think a lot of children will become tired of learning because they don't teach them the things that interest them, the things they need to know today. They teach them stuff like I was saying in my previous question, they teach them stuff that would've benefit somebody what a 100 years ago. But they need to teach them stuff like stuff that's going on today. Our children should learn about that and in the year of '96 you know, they should learn about the things that's going on now in '90. They don't need to know about stuff that went on in the 18th century because it don't benefit them in no type of way. Of course, we need to know who discovered America or who discovered electricity but we not only need to know who discovered electricity, we need to know how to operate electricity ourselves.

I: Is high tuition a factor in your not being able to participate in learning now? In other words, do you think that high tuition costs is one of the barriers or problems?

R: Yes, I would say so as far as our Black brothers are concerned because like I say, a lot of us was probably denied or deprived the education we need, you know, to help our children. So, therefore, we don't have the proper job or the proper training to make the money you need to send our children to school so the average Black child would have to go to school and work twice as hard in order to get some type of financial aide or some type of scholarship in order to school. So, I would say financial problems sometime can become, you know, hectic when it comes down to the Black student so Whites but the majority Blacks.

I: Would you consider lack of transportation a barrier?

R: No, I don't because I think public transportation is pretty okay, you know. If you don't have a car, you can always catch the Metro or carpool. I don't think that should be a problem as far as getting to school.

I: Are you aware of any educational opportunities that can help you achieve your educational goal?

R: Yes, I am aware of it. I want to become a cop and where I live up the

street its a Police Academy. So, I'm aware of that and I'm aware of a lot of other things that I been looking into as well. So, I'm aware of several schools and stuff that can help me achieve my goal.

I: Do you know where to seek out these opportunities?

R: Yes, I know where to go and how to receive help in financial aide to accomplish my educational goal.

I: When was the last time you heard anything about potential learning opportunities?

R: Well, I've been working with myself as far as finding, you know, my own, you know, my own schools and stuff but this is the first time I've actually had someone sit down and talk to me about it. So, I would say today.

I: From what source did you learn this information?

R: From Goodman, a friend of my sister's, you know.

I: Have you ever received any information in the mail outlining existing or potential learning educational opportunities? In other words, have you received any information in the mail about potential learning opportunities?

R: No. Yes, okay. I did receive some type of papers from different schools and stuff but this is the first time I've actually had someone sit down and take a survey like this one.

I: How have you ever gone out on your own to seek out information on potential learning activities? In other words, have you ever gone out to look for where you can study to be a police officer?

R: Yes, when I wanted to become a cop. I have to go down to the Municipal Building and sign an application. Yes, I did.

- I: If all the items you've identified as barriers are removed, do you think you will honestly participate in educational or training activities? In other words, if all the things that are holding you back are removed, do you think you can go out there and enroll the Police Academy and learn how to become a cop?
- R: Yes, because in my situation like I was saying previously, I just a babysitting problem and stuff so all of my barriers have been removed. So, I am going forth and trying to achieve my life to be a cop. Because all of my barriers have been let down. I think if a lot of things change as far as certain situations the people may have, I think a lot of people would come forth and try to learn.
- I: What is your name?
- R: My name is
- I: Date of birth?
- R:
- I: Are you male or female?
- R: Female
- I: Single, married, divorced, widowed, separated?
- R: Single
- I: Monthly income?
- R: I receive Public Assistance.
- I: How much do you receive per month?
- R: \$312 per month
- I: Number of dependents?

R: Two

I: Employed? Are you employed or unemployed?

R: No, I'm a student

I: In other words, you are not employed now?

R: No.

I: Are you White, Black, Hispanic or Asian?

R: Black

#### **Respondent #4**

I: Do you think you are capable of participating in any learning activities?

R: Sure.

I: What type of learning activities do you think you can actively participate in ?

R: I don't know. I think I'm capable of doing just about anything anyone else is capable of doing.

I: Like what kind of things are anyone else doing?

R: Uh, I don't know. Anything that interests me. I'm not really sure.

I: Are you willing to take the risk associated with learning new things?

R: That depends.

I: Depends on what? (probe)

R: A lot of different things. If after looking over whatever I'm supposed to be taking a risk in after looking it over and weighing things out. Maybe and maybe not. But if it seems like it's a possibility or a good



chance that it may lead to rewarding thing in the future -- yeah, I be willing to take a risk. I'd say yes.

I: Given the opportunity, can you participate in educational activity?

R: Sure

I: Do you think that your ethnic orientation makes it less desirable for you to participate in educational activity? In other words, do you think because I'm Black, therefore, I can't participate in learning activity?

R: No, not at all. I think that, in fact, the direct opposite. I think because I'm Black, I should want to do it.

I: How much formal schooling do you have?

R: Roughly, two years college.

I: Did you have a positive or negative experience in your early school? When you were in grade school did you have a positive or negative experience?

R: I didn't have any negative experience. I guess my early schoolhood life was pretty much average.

I: What do you mean by average?

R: Nothing really positive, nothing really negative. You know, I guess just like an average kid, I didn't really go to school as an elementary kid in the city, I grew up in the suburbs. So, in my early schoolhood years, so, I didn't have any problems -- everything was positive.

I: In general, did you like formal education?

R: Yeah, I like it. I kinda wished I had applied myself a little more when I was a little younger, you know. Knowing the things I know now.

- I: Do you think that participating in learning activities will help you to get ahead in life?
- R: Oh, without a doubt. No question about it. If you want to do something or be somebody, education is the way to go. Especially being Black. Education is the only way out, in my opinion.
- I: Do you feel schooling is not made for you? Some people give up and say "going to school, is not made for them".
- R: No, I think schooling should be made for everybody. It's definitely made for me.
- I: Do you believe that learning any kind of skills will make you feel more self-confident about yourself?
- R: Sure. If you know that you can do something that others can't do, you can do something beneficial to society and uh, it should make you feel good. Say for instance, if you're a carpenter and you know you have the skills to go out and build a house, that will make anybody feel good because everybody can't do that.
- I: Do you have any educational goals? In other words, do you have a set period of time, say in the next two years, I'm going to attend this skills or go an acquire skills or knowledge or something. Do you have a specific educational goal?
- R: Sure. I'd like to receive my degree in Criminal Justice within the next 2 to 3 years.
- I: What specifically do you hope to gain from participating in learning activity?
- R: I'd just like to further my education that's all.
- I: Do you think that participating in any educational activity will help you to achieve your goal?
- R: Sure. I couldn't achieve all my goals without education.

I: And what are your goals?

R: One day maybe I'd like to be a lawyer.

I: Do you think the existing educational opportunities will help you to achieve this goal? In other words, do you think there is enough schools that will help you achieve your goal of being a lawyer, a Criminal Justice lawyer?

R: There's schools, but being Black and being in the intercity it's awfully difficult, you know to get that type of money to go to law school. That makes it hard.

I: What single event in your life make you feel like you are ready to learn?

R: I don't know. I never really thought about that. There aren't any big events in my life that make me really.

I: Some people say the birth of their child or divorce, death in their family or illness or some form of catastrophic event make them to want to learn. What do you think is the major?

R: I guess from looking at it from that point, just looking around me right now, you know. Here I am in the heart of S.E. Washington, D.C. It's a lot of crime, poverty over here. Yeah, I like to . . . that's enough to spur on just about anybody.

I: In other words, being in this kind of environment, influence your decision to learn?

R: Sure, I mean I could be on the corner pushing drugs or something, you know, but I don't do that and I'm not doing that. Around here, you see a young man around the ages of 18 and 25, you know, it awful difficult to stay off from that temptation. Knowing that as a young guy, I could make \$33,000 a year, tax free pushing drugs. But, I'm not that type of individual. I'd rather work.

I: What are you ready to learn now? What do you think you are

ready to learn now?

R: Mainly, just further my education. As I said before, I had roughly two years of college, I'd like to finish.

I: How can you be helped to gain this knowledge? How do you think you will best be helped to finish your college?

R: Well, I was in the Service for four years. I have the GI Bill in the military. I don't pay for my next two years.

I: What makes you think that you are ready to learn? To participate in learning activities now?

R: I've been ready to learn. Like I said, I went to school before then. I was ready then and I'm ready now. It just a matter of continuing. I have a brand new baby girl. It's hard. I can't go school full-time and support her at the same time. So, I have to take things a little at a time.

I: What do you consider as major barriers to your educational participation? In other words, what are the things that are holding you back from going to school to learn to be a criminal justice lawyer?

R: I think I answered that in the last question. I have a little girl who was just born. I couldn't really go full-time and take care of her and she have the things that I want her to have. So, I have to do a little bit at a time.

I: Do you consider lack of time a barrier?

R: No, not at all.

I: Do you lack transportation?

R: No sir, I don't.

I: Are tuition fees too high?

- R: Yes, for the really good schools. Yeah, definitely.
- I: Are you aware of any educational opportunities that can help you to achieve your educational goal?
- R: Oh, sure. In the Fall Semester, I'm going to enroll in the University of the District of Columbia which is a fairly inexpensive school and I'm going to finish my education.
- I: Do you know where to seek these opportunities?
- R: Yeah, if you look at the schools in Washington, D.C. there is only one public university in the whole city of D.C. The rest are private schools and when you talk about private universities, you are talking about a lot of money and U.D.C. is the only public university here in the city. So, it's the only one I can afford.
- I: When was the last time you heard anything about potential learning opportunities?
- R: When I was in the Service which was roughly 2 weeks ago.
- I: From what source did you learn about this information? From newspapers, T.V., radio, friend?
- R: None of those listed. Like I said, I was in the Service. If you're a young man and you want educational opportunities, go into the Service - get the GI Bill. Get the Army Educational Fund, all that.
- I: Have you ever received any information in the mail about potential learning opportunities?
- R: No, sir. I have not.
- I: Have you ever gone out on your own to seek out information on potential learning opportunities? In other words, have you gone to seek for where you can get a degree in law and become a criminal justice lawyer?

- R: Yeah, a little bit. Not a whole lot, but a little bit.
- I: If all the items you identified as barriers are removed, do you think that you can honestly participate in learning activities? In other words, if you don't have your child to care for, you have plenty of time and the interest to pursue the learning activity, do you think you can just go ahead and participate in learning?
- R: Without a doubt. All you need is motivation, self-motivation. That comes from within.
- I: What is your name?
- R: My name is
- I: Date of birth?
- R:
- I: Are you male or female?
- R: Male
- I: Are you single, married, divorced, widowed or separated?
- R: Single
- I: Monthly income?
- R: Presently, I just got out of the Service [July 31, 1990] and I'm looking for a job.
- I: Number of dependents or children?
- R: One
- I: Are you employed or not?
- R: At the present time, no.

I: Are you White, Black, Hispanic or Asian?

R: Black.

**Respondent #5**

I: Do you think you are capable of learning?

R: Yes

I: What type of learning activities do you think you can actively participate in?

R: Everything.

I: Like what?

R: Social Studies, Science, Math and especially computers.

I: Are you willing to take the risks associated with learning?

R: Yes

I: Given the opportunity, can you participate in educational projects? If you have the opportunity, can you participate in learning?

R: Yeah.

I: Do you think your ethnic background makes it less desirable for you to participate in learning activities? In other words, do you think that because "I'm Black I can't participate in learning?"

R: No

I: Does language present any problem in your effort to participate in learning activities?

R: No.

- I: How much formal schooling do you have?
- R: Eleventh grade
- I: Did you have a positive or negative experience in your early school years? Did you have a good experience or bad experience when you were in school?
- R: I had good experience in school.
- I: How? (probe)
- R: Well, I had good teachers. The school was nice, the learning was okay - fairly.
- I: The what?
- R: The school. The school I went to was Francis Hammond. It was okay. It was mixed - Black and White, but it was alright.
- I: Did you like your formal education?
- R: Yes.
- I: How?
- R: Because I like to learn.
- I: Do you think that learning will help you to get ahead in life?
- R: Yes. I think.
- I: How? (probe)
- R: Well, you going to need a lot of skills and education nowadays to get what you really want especially as far as that money. But, I think were the money is - is not in teaching I think it's in computers.
- I: Do you feel like school is not made for you? Some people, say,



well I'm not the schooling type.

R: Yes. It's a lot of education there.

I: I know but do you feel that schooling is not made for you? Some people say that they are not made to go to school. Do you think you are capable of going to school?

R: Yeah

I: Do you believe that learning any kind of skill will make you feel more self-confident about yourself?

R: Yeah

I: How?

R: Well, if I had more schooling which I came out in the 11th grade but if I had more I could be doing more, gaining more and getting more further as far as supporting my family.

I: Do you have any educational goals right now?

R: No

I: In other words, you don't have any goals to further your education now? Do you have any goals?

R: No.

I: What specifically do you hope to gain from participating in learning activities?

R: Learning activities?

I: Yes, what do you hope to gain?

R: A lot.

I: A lot of what?

- R: Everything.
- I: You have to be a little more specific.
- R: Okay. As far as dealing with society, coping with reality and so forth and so on.
- I: Do you think that learning will help you to achieve this goal?
- R: Yes
- I: Do you think existing learning opportunities will help you to achieve your goals? In other words, do you think there is enough school to help you to gain the education you need to achieve your goal?
- R: Yeah.
- I: What schools can you think of? Or learning opportunities?
- R: Mark Twain and Hammond High School.
- I: What single event in your life makes you feel like you are ready to learn?
- R: My family.
- I: How? (probe)
- R: As far as they coming home with little work, little activities I can participate in but I think we all need a lot of schooling.
- I: So your family makes you feel like you are ready to learn?
- R: Yes
- I: Does receiving some assistance make you want to go to learn? In other words, does receiving an assistance make you feel that you want to learn and better yourself?

- R: Yes, but I can't do that right now because I have a family, my husband is locked up and I have to get out here and work to support what I got right now. So, I'm taking up schooling at home.
- I: What are you ready to learn now?
- R: More of math, I can't stand it but I'm ready for it. Math and reading more.
- I: How can you be helped to gain this knowledge?
- R: By going back to school.
- I: What makes you think that you are ready to participate in a learning activity now? Why do you think that you are all of a sudden ready to learn?
- R: Because it's a lot out here I can gain by going back to school.
- I: What specifically can you gain by going back to school?
- R: I don't know.
- I: What do you consider as major barriers to your participation in learning activity? Do you lack the time to learn?
- R: Yes
- I: Lack of transportation? Do you have transportation?
- R: Yes
- I: Do you lack child care facilities?
- R: Yes
- I: Do you lack the interest to participate now?
- R: Yes

I: Are you tired of schooling?

R: No

I: Are you aware of any educational opportunities that can help you to achieve your educational goals? In other words, do you know where you can go and learn and achieve your goal?

R: At Brown Center.

I: What do they learn at Brown Center?

R: Help you get your GED.

I: Do you know where to seek out this opportunities? I guess at Brown Center.

I: But you just said at Brown Center.

R: You talking bout the schooling?

I: Yeah.

R: Yes, Brown Center

I: When was the last time you heard anything about potential learning activities?

R: Three months ago.

I: From what source? Newspaper, radio, T.V., friends, relatives?

R: Friends.

I: Have you ever received any information in the mail about potential learning opportunities?

R: No.

I: Have you ever gone out on your own to seek information on potential

learning activities? In other words, have you ever gone out to look for where you can go and get some skill, some trade or what have you?

R: No.

I: If all the items you identified as barriers are removed, do you think that you can honestly participate in learning? In other words, if you had the time, child care and the interest to learn, do you think you can actually go there and involve yourself in learning?

R: Yeah.

I: What is your name?

R:

I: Date of birth?

R:

I: Male or Female?

R: Female

I: Married, Single, Divorced, Widowed or Separated?

R: Married

I: Monthly income?

R: \$8.00 per hour

I: Number of dependents?

R: Six

I: Are you employed? No

R: Yes

I: Are you White, Black, Hispanic or Asian?

R: Black

**Respondent #6**

I: Do you think you are capable of learning?

R: Yes

I: What type of learning do you think you can participate in?

R: Gettin my GED for one thing. Going back to school gettin that.

I: Are you willing to take the risks associated with learning?

R: Yes

I: Do you think that learning will be rewarding? Is learning rewarding?

R: Yeah.

I: In what way?

R: Bettering yourself, your education, getting your high school diploma, going to college, whatever.

I: Given the opportunity do you think you can participate in learning?

R: I didn't understand that. What you say?

I: If you have the opportunity to go and start learning now, do you think you can just go ahead?

R: Yeah.

I: And what would you be learning?

R: Business

- I: Do you think your ethnic orientation makes it impossible for you to learn? In other words, do you think that because "I'm Black, I can't learn"?
- R: No.
- I: Explain.
- R: You don't have to, I mean, it's not no color, I mean, you know, race don't have nothing to do with.
- I: Does language present any barrier? Is language a problem to learn?
- R: Well, uh, other than English.
- I: How much formal schooling do you have?
- R: Tenth grade
- I: Did you have a positive or negative experience in your early school?
- R: No
- I: Positive or negative experience? What type of experience did you have when you went to school?
- R: I took up data processing.
- I: No, No. Did you have a positive experience or a negative experience?
- R: It was alright. It was in-between.
- I: How?
- R: Well, I didn't finish for one thing.
- I: You didn't?
- R: No, I didn't finish school so I guess it would be what? Negative? Won't it?

I: Did you like your formal schooling?

R: Yeah.

I: How come you didn't finish if you liked it? (probe)

R: Had a family

I: Do you think that learning will help you to get ahead in life?

R: Yes

I: How will it help you to get ahead in life? (probe)

R: Oh, back to that question. Gettin the education I should had gotten. You know, goin back to school.

I: Some people say that going to school is not made for them? Do you feel that way?

R: No

I: Do you believe that learning a skill will make you feel more self-confident about yourself?

R: Yes

I: How?

R: Well, I can get a better job, you know, I can work better.

I: Do you have any educational goal? Do you have a plan set of goals that, say in the next two years, I'm going to go to school or do something?

R: Yeah, go back to school and get my GED.

I: What specifically do you hope to gain from learning?

R: Hm, more money, a better job, better living. Number one get off



public assistance.

I: Do you think that participating in learning activities will help you achieve the goal? In other words, do you think if you study and get your GED it will help you to achieve your goal?

R: Yes

I: Do you think that we have enough learning opportunities to help you get your GED?

R: Yes

I: What single event in your life make you feel that you are ready to learn? Is it birth of children or death, divorce, illness or being on assistance?

R: What now?

I: What single event make you feel that you are ready to go and learn? Is it birth, death, divorce, illness or being on assistance?

R: Being on assistance.

I: What are you ready to learn now?

R: Business. More about people and what make them tick just as well as what make me tick.

I: How can you be helped to gain this knowledge?

R: Hmm?

I: How do you think we can help you to gain the knowledge?

R: How can I? How do I think you'll can help me?

I: Yes

R: Yeah, well. Help me get my education, get myself together as far as

education, business?

I: Do you think you need counseling?

R: Yes

I: What type of counseling? (probe)

R: Uh, to help me get back -- what school I can go to -- adult education schools and who to talk to and everything.

I: What do you consider as major barriers to your participation in learning? What holds you back from going to school? Some people said cost of education, lack of time, transportation, lack of child care. What?

R: Lazy. That's the truth. I mean I had a baby and I got lazy.

I: Is the tuition fee too high?

R: Yeah

I: Lack of interest

R: Ah huh

I: Tired of schooling?

R: Ah huh

I: Are you aware of any opportunities -- any educational opportunities that can help you to achieve your goal? In other words, do you know where to go and get your GED?

R: Yes

I: Where? (probe)

R: Right here on Cameron Street. At what's that day care you used to go to round there? Charles Houston? What's that school you to go to

round there on Cameron Street? Headstart? Round by the swimming pool? Jefferson Houston. They have adult education.

I: When was the last time you heard anything about learning opportunities? When was the last time you heard anything about where to go and learn?

R: Two years ago.

I: From what source? Newspaper, T.V., friends or ?

R: Friend

I: Have you ever received any information in the mail about learning opportunities?

R: No. Well, yeah from Northern Virginia Community College.

I: Oh, Northern Virginia Community College?

R: Yeah

I: Have you ever gone out on your own to seek out information on learning opportunities?

R: Um hum

I: When was that and how?

R: Two years ago, my sister was going to the adult education school and I went. She told me about it.

I: If all the barriers you said are removed, do you think you can go and study? If all the barriers you listed are removed do you think you can go and study and get your G.E.D.?

R: Yes

I: What is your name?

R:

I: Date of birth:

R:

I: Male or Female?

R: Female

I: Are you single, married, divorce, widowed or separated?

R: Single

I: Monthly income?

R: \$327

I: Number of dependents?

R: Two, me and my son

I: Are you employed?

R: No

I: Are you White, Black, Hispanic or Asian?

I: Black

**Appendix B**

**The Interview-Dialogue Questions**

**SELF-EVALUATION QUESTIONS**

(Point A of the Model)

Do you think you are capable of participating in any learning activity?

What type of learning activity do you think you can actively participate in ?

Are you willing to take the risk associated with learning new things.

Do you think that participating in educational activity will be rewarding?

Given the opportunity can you participate in educational projects?

Do you think your ethnic orientation makes it less desirable for you to participate in educational activities?

Does your language present a problem in your effort to undertake learning activities?

**Activities About Education**

(Point B)

How much formal schooling do you have?

Did you have a positive or negative experience in your early period of formal schooling?

In general did you like your formal education?

Do you think that participation in learning activities will help you "get ahead" in life?

Goals and Expectations Placed on  
Educational Participation  
(Point C)

Do you have any educational goals?

What specifically do you hope to gain from participating in educational activity?

Do you think that participating in educational activity will help you achieve this goal?

TRANSITIONAL QUESTIONS  
(Point D)

What single event in your life make you feel like you are ready to learn (help them by suggesting birth, death, divorce, illness, etc.)?

Does being on public welfare influence your decision to seek new learning opportunities?

What are you ready to learn now?

How can you be helped to gain this knowledge?

What makes you think that you are ready to learn or participate in learning activity?

QUESTIONS RELATING TO BARRIERS AND OPPORTUNITIES  
(Point E)

What do you consider as major barriers to your educational participation?

Situational Barriers:

- (a) Cost of education/training
- (b) Lack of time
- (c) Lack of transportation
- (d) Lack of child care

Institutional Barriers:

- (a) Inconvenient schedules by learning institutions or providers
- (b) High tuition fees (cost)
- (c) Location of educational providers
- (d) Lack of appropriate courses offered by institutions

Psychological Barriers:

- (a) lack of interest
- (b) Too old to learn
- (c) Tired of schooling
- (d) Do not enjoy studying
- (e) Not the schooling type.

INFORMATION

(Point F)

Are you aware of any educational opportunities that can help you achieve your educational goal?

Do you know where to seek out these opportunities?

When was the last time you had anything about potential learning opportunities?

From what source did you learn this information:

newspaper  
radio/tv  
friend/relative

Have you ever received any information in the mail outlining existing or potential learning/educational opportunities?

Have you ever gone out on your own to seek out information on potential learning opportunities?



**QUESTIONS RELATING TO PARTICIPATION**  
(Point G)

If all these items you identified as barriers are removed, do you think you would honestly participate in educational/skills training activity?

INTERVIEW QUESTIONS

**Personal Data**

**Name:**

**Date of Birth:**

**Sex: M F**

**Marital Status: S. M. D. M. Sep.**

**Monthly Income:**

**Number of Dependents:**

**Employment: Y N**

**Race: W B H A**

**Appendix C**  
**The Survey Questionnaire Instrument**

Questionnaire Instrument

EDUCATION

How much formal education do you have? Circle the highest number of years of school you have completed.

1 2 3 4 5 6 7 8 9 10 11 12

How much education past high school have you had?

Years of college: 0 1 2 3 4 5 6 7 8+

Have you ever been to a trade school?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please specify the name of the school \_\_\_\_\_.

Type of degree or certificate earned \_\_\_\_\_.

Subject matter or courses taken (check all that apply)

- Hair dressing \_\_\_\_\_
- Nursing \_\_\_\_\_
- Typing \_\_\_\_\_
- Computer \_\_\_\_\_
- Cosmetology \_\_\_\_\_
- Secretarial \_\_\_\_\_
- Cooking \_\_\_\_\_
- Other, specify \_\_\_\_\_

Have you ever taken any courses offered by an employer, boss, or company? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please list type of training and length of time.

Type of Training	Length of Time
_____	_____
_____	_____
_____	_____
_____	_____

Was this training required by your employer or boss?

Yes \_\_\_\_\_ No \_\_\_\_\_

Did you have to take the training to get or keep the job?

Yes \_\_\_\_\_ No \_\_\_\_\_

Did you like the training? Yes \_\_\_\_\_ No \_\_\_\_\_

How useful was the training?

- 1) Very useful \_\_\_\_\_
- 2) Somewhat useful \_\_\_\_\_
- 3) Not very useful \_\_\_\_\_
- 4) Not at all useful \_\_\_\_\_

EMPLOYMENT HISTORY

List all the jobs you have had since you finished or left high school (Do not put down the name of the company).

<u>Kind of Job</u>	<u>Amount Paid</u>	<u>Length of Employment</u>
Hair dresser_____	_____	_____
Fast food_____	_____	_____
Computer_____	_____	_____
Operator_____	_____	_____
Secretarial_____	_____	_____
Auto mechanic_____	_____	_____
Nursing Aide_____	_____	_____
Baby sitter_____	_____	_____
Other, specify_____	_____	_____

Why did you leave job?\_\_\_\_\_

Are you working now? Yes\_\_\_\_\_ No\_\_\_\_\_

If yes, what company? \_\_\_\_\_

Date of employment\_\_\_\_\_

Annual salary\_\_\_\_\_

Job duties\_\_\_\_\_

What kinds of jobs are you trained for now?

Secretarial\_\_\_\_\_

Computer\_\_\_\_\_

Chef\_\_\_\_\_

Hair dresser\_\_\_\_\_

Cosmetology\_\_\_\_\_

Nursing Aide\_\_\_\_\_

Baby sitting\_\_\_\_\_

Other, specify\_\_\_\_\_

What kind of jobs do you think you can learn to do?

Secretarial\_\_\_\_\_

Computer\_\_\_\_\_

Chef\_\_\_\_\_

Hair dresser\_\_\_\_\_

Cosmetology\_\_\_\_\_

Nursing Aide\_\_\_\_\_

Baby sitting\_\_\_\_\_

Other, specify\_\_\_\_\_

Which of these jobs would be the easiest for you to learn?

\_\_\_\_\_.

EMPLOYMENT HISTORY (continued)

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_

Do you know where to get information about job training for the easy to learn jobs? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list possible sources of this information.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Marital Status: S M D W Sep.

Monthly Income: \_\_\_\_\_

Number of Dependents: \_\_\_\_\_

Employed: Yes \_\_\_\_\_ No \_\_\_\_\_

Race: White \_\_\_\_\_ Black \_\_\_\_\_ Hispanic \_\_\_\_\_ Asian \_\_\_\_\_

Which one would be the most difficult? \_\_\_\_\_

In the easy to learn job, how do you think you could be helped to learn best:

- On the job training \_\_\_\_\_
- Employer paid \_\_\_\_\_
- School (training) vocational \_\_\_\_\_
- Other, specify \_\_\_\_\_

For the jobs that would seem hardest to learn, how do you think you could best be helped?

- Or the job training \_\_\_\_\_
- Employer paid classes \_\_\_\_\_
- School (training) vocational \_\_\_\_\_
- Other, specify \_\_\_\_\_

Have you ever tried to find out about job training for your easy to learn job(s).

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, where could you get this training?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

What are the main reasons for not getting into the training program? \_\_\_\_\_

- Too expensive \_\_\_\_\_
- Lack of time \_\_\_\_\_
- No transportation \_\_\_\_\_
- Program too long \_\_\_\_\_
- Program not right for you \_\_\_\_\_
- No job after training \_\_\_\_\_
- No child care \_\_\_\_\_
- No interest \_\_\_\_\_
- Other, specify \_\_\_\_\_

For job training that would seem difficult, did you find where you could get training? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list possible places where this training could be obtained.

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