The experiences of young women taking online high school courses: implications for teenage mothers

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A Dissertation

entitled

The Experiences of Young Women Taking Online High School Courses:

Implications for Teenage Mothers

By

Sharifah Alotaibi

Submitted to the Graduate Faculty as partial fulfillment of the requirement for the

Doctor of Education Degree in Administration and Supervision

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The University Of Toledo

August 2012
An Abstract of

The Experiences of Young Women Taking Online High School Courses: Implications for Teenage Mothers
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Women with children in the U.S. often drop out of high school, and the country has limited opportunities for those women who want to complete their high school diploma requirements. To understand what options might be possible for these young women who have dropped out of traditional high school, this study explored young women’s experiences in online schools in the United States in their quest to achieve a high school diploma. This study investigated the online learning experiences for young women with and without children in the United States in order to determine if their experiences helped those young mothers to complete the high school requirements, obtain a diploma, and then go on for further education in college and better opportunities in workplace.

Data for the study were collected through survey questions that were distributed to young women with and without children who are currently enrolled in online high schools. Results of this study provide valuable information about the online learning
experiences of young women with and without children that might be applied to improving educational avenues for young mothers in the U.S. and in general.
To my wonderful husband, Saleh Almutairi, and our four children, Ayman, Dalya, Haytham, and Loay. Saleh, I would like to thank you for the support and encouragement you offered me, and the sacrifices you made for me throughout this journey. Also, I would like to thank you for believing in me and allowing me the necessary time away from our family to complete this goal. Without your love and support, accomplishing this goal would have meant nothing.

Ayman, Dalya, Haytham, and Loay, I will always regret that the time I spent working on this study was time I could have spent with you. While it weighs heavily on my memory, I am sure that, one day, the value of education and this experience will be appreciated by all of you.

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Finally, I would like to express my appreciation to Mrs. Laura Hala for her moral support and encouragement.
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I. Chapter One

Statement of Problem and Purpose of Study

A. Introduction

Women across the world are faced with unique dilemmas when they become pregnant at an early age. The extent of the problem is based on economic and cultural factors in the country. In countries where women with children become an economic burden, solutions are needed to reduce female dependency on governmental support. Of particular interest to this researcher are the issues facing young women with children in the United States.

As a young girl growing up in Saudi Arabia, I saw many young women under the age of 18 drop out of their high school. Though I finished high school before marrying at age 23, many of my female friends did not wait until after high school to marry, so they dropped out. A close friend of mine, who I will call Maria, did not receive her diploma because she had dropped out of high school to get married when she was 15 years old. At the time, Maria did not feel that she needed to finish school, as her husband was employed full-time and provided everything for his family. Maria lived a very happy, fulfilled life. She never felt the need to finish school because her husband provided the necessities the family desired and needed. Unfortunately, Maria’s husband passed away in a fatal car crash six years after their marriage. Maria no longer had a husband to provide for her family, and, with no high school diploma, she was unable to secure employment and pay the household bills. In an effort to earn her high school diploma,
Maria went back to her local high school and spoke with the school administrator. The administrator informed Maria that she was over the legal age of 19, so she would not be able to return to high school. Because she was unsure of her family’s future, she began to physically age beyond her years from worry. In a conversation with Maria, she stated, “If only I could return to the past, I would not have dropped out of my school.” She continued to search for different avenues to pursue her diploma.

Maria is one of hundreds of women in this situation. Data from the last seven years indicate that 45 out of 100 Saudi women between the ages of 15 and 18 marry. Of those 45 married women, 43 percent dropped out of school before they received their high school diploma (Gazzaz, 2010). Moreover, Gazzaz explains that 45 percent of women who marry in Saudi Arabia are 21 years of age and younger. The statistics indicate that 35 percent of these young women then get divorced or become widows with one or more children. When these women want to go back to high school to obtain a diploma, they cannot because Saudi Arabia does not allow a person who is older than 19 years of age to attend public high school. Students who are older than 19 years of age can only achieve a high school diploma by either home schooling or by attending an adult school (Ministry of Education, 2009).

This situation suggests a need for a variety of diploma options for women who are interested in returning to school, but who are faced with numerous barriers. As a Saudi woman now living in the United States, I have observed that many American women share similar experiences when their high school education is interrupted by early pregnancy. Understanding the situations in which young American women become
pregnant, leave high school, have a baby, and then complete graduation requirements may prove insightful for Saudi women, as well.

**B. Statement of the Problem**

The topic of interest in this study was young women with children who drop out of high school. The problem addressed was the high rate of young mothers who do not obtain their high school diploma.

Data from the U.S. Department of Education report (2011) indicate that 70 percent of pregnant, teenage, American mothers drop out of high school. This is a particularly troubling statistic because young mothers without a diploma usually have difficulty finding a good-paying job to support themselves and their children. Teenage mothers whose education was cut short find it difficult to find and/or keep a job (*When Your Teen Is Having a Baby*, 2011). Moreover, Schwartz (2009) explains that youth who drop out listed both school problems and personal factors as reasons for dropping out. These factors include 1) getting married, 2) getting pregnant and becoming a parent, 3) getting a job, 4) supporting a family, and 5) trying to juggle school, work, and family. Additionally, Perper, Peterson, and Manlove (2010) indicate that “forty-three percent of young women who were under the age of 18 when they first gave birth had earned neither a diploma or a General Educational Development (GED) by the age of 22, compared with 27 percent of young women who were between the ages of 18 and 19 when they first became mothers and only 6 percent of young women who did not have a child in their teen years” (p.2).
According to a report of the National Center for Education Statistics (NCES), in 2011, two populations are directly impacted by high rates of mothers who do not obtain high school diplomas. Young women with children who do not get their diplomas usually have difficulty finding a job to provide for their needs and their children’s needs. Also, the U.S stands to lose a sophisticated and educated population if its residents do not continue their education. Additionally, the high rate of unemployment or residents on government aid possibly swells with the increase of these uneducated young mothers. Perhaps these individuals are the very individuals who will one day not be able to hold a job and must depend on the U.S. government to support them (Kennelly and Monrad, 2007).

In order to assist young mothers who do not get their high school diplomas, the U.S. offers online courses that young women with children can use to get high school diplomas. While this service is helpful, it is not the only method that may benefit young women. Research shows that chatting in an online group and group studying should also be explored as possible options to ensure that the most effective online services or programs are offered to improve opportunities for young women with children to graduate (The U.S. Department of Education, 2011).

Understanding how online courses are related to young women with children obtaining a high school diploma will provide information to create more numerous and more effective online courses or programs for young women with children. Programs created with this research will be more effective because they will meet specific needs for each young woman with children, enabling her to study in her particular situation. In order to increase the rate of young women who obtain a high school diploma, there is a
need to determine how women experience high school online course completion when they bear children before the age of 18.

**C. Purpose of the Study**

The researcher in this study focused on an online school in the United States of America and the young women who study there. The study compared young women with children with young women without children in order to determine if the former group has special problems in obtaining a high school diploma that online courses, due to their nature, can help with. Since there are women with children who have not completed requirements for a high school diploma in both the United States and Saudi Arabia, investigating one culture may provide solutions for the other culture. Because of the cultural differences between the two countries that are the U.S.A and Saudi Arabia, this study would explore the young women with and without children experiences in the U.S.A without using the comparative analysis between the two countries.

For this purpose, the researcher in this study used adult learning theory as a theoretical framework, as well as a quantitative research approach based on descriptive study principles as research methodology.

**D. Rationale**

After the San Diego Unified School District offered online classes for their students, there was a significant decrease in the high school dropout rate. Karen Bachofer, who is in charge of the district's research and evaluation division, states that
the dropout rate in the district went from close to 18 percent in 2007 to just nine percent in 2008 (Tintocalis, 2009). Gates Foundation (2006) in a study found that many students who drop out of school do so because of family issues, thus requiring education to provide a more flexible model for students to attend class.

This study was conducted to assess online learning as a choice for young women who want to obtain their high school diploma from high schools in the United States. This study was also designed to look at a subgroup of young women using online learning to obtain their high school diploma who are mothers. This study contains graphs and figures describing the recent experiences of young women, with and without children, who are using the online learning environment as a road to the completion of high school requirements. Along with these graphs are specific interpretations of the data. Using these data, the researcher shall pinpoint the strong aspects of the online learning and specify the reasons for the success of online learning.

The result of this study can potentially benefit three primary constituencies: young women, their children, and local governments. Information about the experiences of young women enrolled in online learning could be used to increase the effectiveness of online high schools in providing young women with a way to complete their high school requirements. Higher rates of high school completion for young women with children would likely lead to decreased costs for governmental supported programs for this group of people. More effective online high school completion programs could increase the number of women and especially those young women with children who obtain their diplomas and go on to further their education and have better opportunities to find jobs or get promotions in their current jobs. Also, the study can be used to inform other
communities and countries of specific ways to improve online high school programs. This study could be used as a benchmark for other countries that have been struggling with the same high dropout rate among young mothers from their schools.

E. Research Questions/ Hypothesis

In this study the following central research question was asked:

- How do young women’s experiences in online learning help them to complete high school requirements for earning their diploma?

The following sub questions are operationally the central question.

1. What encouraged women who dropped out of high school to continue their education in online learning?

2. How long do young women who began taking online courses need to complete the requirements for a high school diploma?

3. What are the impediments for young women in completing online courses?

4. Is there a relationship between the young women enrolled in online courses and their mothers' level of education?

5. Is there a relationship between the young women enrolled in online courses and ethnicity?

The following questions were designed to support the sub-research questions.

1. What aspects of online learning meet the personal needs of childless young women and young mothers?
2. Do online learning experiences for young women differ from online learning experiences for young mothers?

3. How do young women enrolled in online classes compare their online class experience to traditional school?

F. Significance of the Study

This study paves a significant road for young women with and without children to complete the requirements for a high school diploma. This study can also provide information beneficial to students in traditional high school who risk dropping out before receiving their diplomas. Moreover, knowing the strongest and weakest aspects of online learning experiences can be used to improve course design, strategy, and instruction. The information gained can also provide information on how the online environment can affect learning, which will help designers make the online courses more motivational and effective for education. By understanding the different needs of young women with and without children and the benefits of online education, instructors and students will be assured of more flexible options for completing their high school education and the economic advantages associated with high school graduation. Moreover, this research can provide information, which can be used to make recommendations on how to evaluate the classes and curricula of an online institution.

This study can potentially provide information helpful to communities and governments by increasing the rate of people who hold high school diplomas and decreasing the rate of unemployed people who rely on government benefits. It can also serve as a future reference for researchers on the subject of online learning and the
problems of young women with children. And importantly, this research will provide information to help people in deciding whether or not online learning is really fulfilling its responsibility to educate students. The study shows the advantages and disadvantages of online learning.

G. Definition of Terms

*Teenage Mother:* This term is not easy to define because of inconsistencies in defining its age limits, but this study focused on the causes and consequences of teen motherhood between the ages of 15 and 19.

*Online learning:* A type of learning that comprises programs that can help students to learn subject matter content or improve their skills by using computers and Internet and by following instructions instead of going to a traditional classroom.

*Traditional learning:* A type of learning; learning by going to a school building on specific days and at specific times.

*At-risk students:* young males or females who have a higher than normal probability of dropping out of school—a choice that will profoundly affect their future. Some of the factors involved in the lives of these students are the following: single parent home, living at or below the poverty line, family problems, or issues such as teenage pregnancy.

*School dropouts:* Students who stop going to school before they complete high school diploma requirements.

*School curriculum:* A set of courses and their content offered at a school.
Course design: Systematic approach to course development that ensures that specific learning goals are accomplished. It is an iterative process that requires ongoing evaluation and feedback.

Online Schools: A school or program that offers the following: Courses or grade-level coursework that is delivered electronically, primarily, by using the Internet or other computer-based methods. The program must have a component that features online lessons and tools for student and data management.

GED: Stands for “General Educational Development.” Some refer to the GED as the General Educational Diploma or the General Equivalency Diploma, but these are incorrect. GED is actually the process of earning the equivalent of the high school diploma, and it is called a GED certificate or credential.

Adult education: A set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives.

Extracurricular activities: are simply anything students do that is not a high school course or paid employment. In define online high school extracurricular activities in broad terms -- many applicants make the mistake of thinking of them solely as school-sponsored groups such as yearbook, band or football. Not so. Most community and family activities are also "extracurricular." Such as arts: theater, music, dance, painting, photography, creative writing and other creative endeavors. Other extracurricular activities are church activity, clubs, and community activity. All those activities are voluntary and students can do it face to face or do it online as math club and writing club. For face-to-face extracurricular activities online schools make announce about them by
post the day and time about when and where this activities is going to take a part during the school year.

**H. Delimitations**

This study focused on young women with and without children who are studying at two online high schools in the United States. Online learning for young women was the focus of the study. Online learning plays an important role in providing young women with and without children a road to the completion of high school requirements. The primary source of information for this study was individual young women with and without children who are involved in online high schools in the United States. The research is delimitated by the study of only the experiences of young women who are currently enrolled in two online high school programs.

**I. Organization of the Remainder of the Study**

This study is organized into five chapters. Chapter 1 consists of the following sections: Statement of the Problem, Purpose of the Study, Rationale that supports the study, Research Questions this study sought to answer, Significance of the Study, Underlying Assumptions upon which this study was built, Definitions of Terms, and a Description of the remainder of the study. Chapter 2, the Literature Review, is composed of an Introduction and the following sections: The Culture of Teenage Motherhood, Problems of Pregnant Teenagers or Underage Mothers in the United States, Teenage
Mothers in Schools, What Is Online Learning, Barriers to Online Learning, Traditional
Versus Online Learning, Advantages and Disadvantages of Online Learning, Online
Learning and Students’ Needs, Online School History in the United States, Graduation
Rates in Traditional Versus Online High Schools in the U.S., High School Curriculum for
Online Schools Versus Traditional Schools, and a Theoretical Framework section.
Chapter 3 presents the methodology for this study, and the following sections are
included in this chapter: Type of Quantitative Research Design and the Methodology that
is employed throughout the research. The Type of study, population, sample size,
sampling technique, research procedures, and procedures of data collection are also
summarized and discussed. Chapter 4 presents the Results of the Study. Chapter 5
summarizes the results of the study and includes the following sections: Summary of the
Problem, Purpose of the Study, Summary of the Sample, Review of Methodology,
Research Findings, Additional Findings, Implications for Action and Practical
Recommendations for Online Learning, Limitations, Recommendations for Future
Research, and a Conclusion.
II. Chapter Two

Review of the Literature

A. Introduction

In 2006 and 2007 respectively the rate of teenage births in the United States rose (Hamilton, 2009; Martin, 2009). The highest teenage birth rates, from 1991 to 2005, in developed countries are in America (National Campaign to Prevent Teen Pregnancy, 2009). March (2010) statistics in the U.S. indicated that high teen birth rates are of significant concern. Furthermore, birth rates for teenage mothers remain higher than those in the mid-1970s and are fourfold those of European countries, with approximately 890,000 teenage pregnancies occurring each year in the United States. High rates of teenage pregnancy occur as a result of socioeconomic conditions and the family influence of early teenage sexual activity (Clifford & Brykczynske, 1999).

East, Hom, and Reyes (2007) studied young women with no family history of teenage births, young women whose sisters had had a teenage birth, and those whose sister and mother both had had teenage births. Those in the last group were significantly more likely to experience a teenage pregnancy (odds ratios, 4.8 and 5.1, respectively). For example, one grandmother stated that she had her first child when she was 15 years old; her daughter had her first child at the same age. “Now, my granddaughter has her first child at the same age as my age when I have my first child and her mother” (Bull and Hogue, 1998, p.51). Parental education and income, family structure, and type of religious observance are some aspects of the family affecting early childbearing (Moore, Miller, Glei and Morrison, 1995).
B. The Culture of Teenage Motherhood

According to a study conducted by Bull and Hogue (1998), some women who are mothers of teenagers explain that now it is normal to become a parent while a girl is still a teenager, but they think it is time to change this view and tell people it is not right. This culture change happened because of peers’ influence in school. For example, in the Bull and Hogue study, one teenage mother indicated that she thinks it is fun to have a baby because all her friends think about buying stuff for their babies.

According to Kahn and Anderson (1992) as well as Manlove (1997), after researching family background and individual performance, teenagers who have teen mothers are more likely to become teen parents themselves. Also, women who have a child at a young age most often come from a single-parent family (Hofferth, Reid & Frank, 2001). Furthermore, Bull and Hogue (1998) indicated that other teenage mothers said nothing is limited these days, so young women can have a baby and becoming a mother at any age. She talks about her friend’s experience, and how she gave birth to twins when she was 13 years old. Also, teenage mothers think that they have to have other babies before they go back to school or move on to another phase in their lives because they believe it is not good to raise one child alone (Bull and Hogue, 1998).

According to a study by Raine, Harper, Paukku, and Darney (2002) an African-American female teenager is three times more likely than a white female teenager to be pregnant and be a mother at a young age (2002). A large difference exists between the percentage of teen pregnancies among whites and African-Americans (Hockaday, Crase, Shelley & Stockdale, 2002). The explanation for this higher rate for African-American
teenage pregnancy is that early pregnancy is not necessarily considered negative in an African-American teenager’s life (Hogan, & Kitagawa, 1985; Furstenberg, & Teitler, 1991). Furstenberg and Teitler (1991) suggested that since many African-American teenagers already perceive their life as disadvantaged with no hope for a positive dramatic change in socio-economic class, they perceive that becoming an unwed adolescent mother would not create any additional disadvantage for them, while the typical middle-class white adolescent perceives that teenage pregnancy will move her to a more disadvantaged socioeconomic class.

C. Problems of Pregnant Teenagers or Underage Mothers in the United States

Teenage mothers are associated with numerous problematic outcomes, whether they wanted to have a baby as a teenager or not, including chronic socioeconomic disadvantage, lower educational attainment, and marital instability problems. To avoid these outcomes, it is important to know the characteristics of family history that are associated with the young women who have a greater likelihood of pregnancy in order to educate these teenagers about the risks that they may face if they have children at an early age (Coley R.L & Chase-Lansdale, 1998; Kalil A. & Kunz, 2002). In a study, Card and Wise (1978) found that the teenagers who become mothers show a pattern of lower educational attainment, lower-prestige jobs, lower income, and greater job dissatisfaction than other teenagers. Teenage female students are more likely to leave school than are the teenage male students when they become parents (Anderson, 1993). Anderson (1993) and
William (1991) both found that younger teen mothers were more likely to drop out of school than were older teen mothers. Moreover, young women who had only one child were found to be more likely to finish high school than were young women who had more than one child. The level of education for teen mothers is lower than other young women who are in the same age (Luker, 1991; Upchurch, 1993).

Furthermore, according to Bull and Hogue’s study (1998),

The teen mothers from most groups aspired to complete an education whether high school, GED, or college and have some sort of job. “[I want to] have a good job, go to college,” said one mother. “[I want to] graduate from college and start on my career,” said another. “[I see myself] getting out of college and going to veterinary school,” said a third. (p.16)

One more concern about teenage pregnancy is that being a teenage mother has important economic consequences for the women. (Adler, Bates & Merdinger, 1985).

Bull and Hogue (1998) indicated in their study that teenage mothers also find that it is difficult to go to school and take care of their children because they cannot balance their new roles as mothers with continuing roles as students. For example, some of the teen mothers explain about missing school when their children were sick. Those teenage mothers say if they miss too many school days, they will fail.

The ability to complete high school is affected by the age of the mother at her first childbirth. For example, if the birth occurred before age 17, school completion during the period following a birth was reduced by 70 percent, but this dropped down to 51 percent if the birth occurred during the late teenage years (Ahn, 1994). Additionally, family background plays an important role in determining the timing of high school completion.
Comparisons among African-Americans, Whites, and Hispanics who give birth as teenagers show that African-American teen mothers are 11 percent more likely to complete high school than are whites, while being Hispanic decreases the hazard by 14 percent (Ahn, 1994). Furthermore, teenagers who do not have children at a young age are more likely to finish school than are their peers who have an early first birth (Hofferth & Hayes, 1987).

Socialization and social control theories of the intergenerational transmission of early childbearing contend that because of the poorer socioeconomic environment in which young mothers raise their children, and because of teenage mothers’ marital instability and reduced parenting ability, children born to teenage mothers are at risk of early pregnancy themselves (Barber, 2002). Moreover, young mothers often neglect the importance of their children’s schooling, which contributes to a daughter’s greater likelihood of adolescent childbearing (Manlove, 1997). Why would a woman even want to complete her high school diploma if her mother does not value education?

In addition, a lot of social problems result from teenage pregnancies (Nitz, 1999). For example, young women who give birth are more likely to have lower educational and occupational attainment, remain single parents, and suffer poverty (Maynard, 1996). Therefore, there is a need of programs and interventions that target teenagers who have a family history of teenage parenting (East, 1998; Stevens-Simon, 2000).

Women who do not have children at an early age experience less life difficulty than do teenage mothers (March, 2010). According to “When Your Teen Is Having A Baby” (2011), 70 percent of pregnant teen mothers drop out of their school. This is a particularly troubling statistic because young mothers without a diploma usually have a
difficulty finding a good-paying job to support themselves and their children. “The National Campaign to Prevent Teen Pregnancy” (2009) noted that teenage mothers without a diploma are often pushed out of the labor market, so a teenage mother with no job or a low-paying job usually becomes dependant on her family or on public assistance. “More than seventy percent of all unmarried teen mothers go on welfare within 5 years of the birth of their first child, and they are more likely to live in poverty than women who delay childbearing” (National Campaign to Prevent Teen Pregnancy, 2009). According to “When Your Teen Is Having a Baby” (2011), the cost to U.S. taxpayers has been about seven billion dollars every year for social services and lost tax revenues because of minor mothers alone (as cited in Statistics on Teen Pregnancy, 2011). According to Manlove & Trends (1998):

Almost 60% of teens with a school-age pregnancy dropped out at some point between 8th grade and the equivalent of 12th grade. The percentage of pregnant teens who dropped out at any point varied by race and ethnicity, with Hispanic teens (68.7%) much more likely to drop out than White teens (59.6%) or Black teens (50.3%). Teens who did not have a school-age pregnancy had higher educational performance and involvement in school activities, on average, for all racial and ethical groups: they scored higher on achievement tests, had higher grades and higher postsecondary school aspirations, and spent more time on homework than girls who become teen mothers (p. 188).

The comparison two groups of children—children born to women over age 20 who are married after high school graduation, and children born to unmarried high-school children—showed that 64 percent of children born to an unmarried teenage high-
school dropout live in poverty (National Campaign to Prevent Teen Pregnancy, 2009). A child born to a teenage mother is more likely to perform poorly on standardized tests. Also, those children are 50 percent more likely to repeat a grade in school and drop out before finishing high school (National Campaign to Prevent Teen Pregnancy, 2009).

In general, there is a problem with girls dropping out of high school, according to Chapmans, Laird, and KewalRamni (2010). Education Research and Policy (2009) notes that in twenty-three states, such as Georgia, Alabama, Florida, and North Carolina, students can choose to quit school on their sixteenth birthday. In fact, eight other states require students to stay until age 17 (Blackburn, 2010). This problem of dropping out rises more for younger mothers and pregnant girls. See table 1.

Table 1: Drop-Out Rate In The U.S. High Schools

<table>
<thead>
<tr>
<th>Age of becoming pregnant and delivering a child</th>
<th>Likelihood of dropping out of high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before age 18</td>
<td>60%</td>
</tr>
<tr>
<td>After age 18 and before age 20</td>
<td>30%</td>
</tr>
</tbody>
</table>

D. Teenage Mothers in Schools

According to Hollowell (2011), the number of credits needed to graduate from high school varies from state to state; the average number of credits needed to graduate is 20. Those credits have to be distributed among math, science, languages, social studies, and electives that include technology, physical education, and art or music. The
average number of credit hours the high school students in a study by Berline & Barrat had when they dropped out was 13 credits (Berline & Barrat, 2009).

Some believe online learning is directly addressing the needs of dropout students. Online schools also seek ways to reach out to struggling students to help ensure their success (Rose & Blomeyer, 2007). Blackburn (2010) indicates that to solve the problem of the high dropout rate in U.S. high schools, the dropout age needs to be raised, and online schools need wider availability as an alternative. According to Tintocalis (2009), for those students who drop out of their high school, districts have launched a number of new initiatives, such as credit recovery programs, graduation coaches, more career technical programs, and online classes. The Gates Foundation (2006) indicates that most students who drop out of school do not leave because they have poor grades, but rather life circumstances force their education to become a lower priority in their lives. For example, they became pregnant, they had to care for a sick family member, or they had to work to support their children. Regardless of the reason for dropping out, these students need flexibility. They need to be able to go to school that has a non-traditional schedule, and they need to be able to go to school without having to be “in” school. It is clear that the best choice for those students is online schooling (Gates Foundation, 2006).

Morse (2007) notes that students who have dropped out of high school first consider taking the General Educational Development (GED) exam as a way to demonstrate to employers or to a college that they possess skills equivalent to a high school diploma. However, the time it takes to prepare for the GED may be longer than the time required to complete the few courses left to get a high school
diploma. Moreover, Morse (2007) explains that some people still often look down upon a GED, even though the GED is excellent for those who have not graduated from high school. While it is important for dropout students to try to earn a GED, it is a better to prevent students from needing one in the first place.

Online learning can help reduce high school dropout rates, enable more students to graduate on time, and provide new opportunities for young women who become pregnant, have children, or experience other life challenges (Flores, 2009). More than 31 states in the country now offer some type of online learning for students (Bolton, 2010). In Texas, some school districts were able to reach students who had dropped out and failed coursework, encouraging them to take online classes to obtain a diploma. In Oregon, through online school and classes, some school districts have re-enrolled more than 50 percent of dropouts and/or at-risk students (Federal Communications Commission, 2010).

According to a Virtual Schools report in 2009, 75 percent of their enrolled students are dropout student populations, and one of the positive outcomes of the online school is a higher graduation rate. For example, Minnesota Services Cooperative Online Learning Program (2007) reported that they had 82 seniors graduate from their respective schools this year who otherwise may not have completed successfully. Also, North Carolina Virtual Public School Credit Recovery Program in 2007 experienced a similar outcome; they have the same situations where students who were not successful in the traditional high schools are now successful and on-track for graduation (Archambault, 2010).

The Missouri Virtual Instruction Program in its first year showed significantly
improved achievement for its students, and greater percentages of these students scored a three or higher on Advanced Placement exams than did their peers in traditional schools. Additionally, Oregon Connections Academy and Florida Virtual Academy’s students met or exceeded state achievement averages (Federal Communications Commission, 2010).

Of the 419 students who re-enrolled in Florida Virtual Academy after they dropped out of traditional high school, 77 (18 percent) obtained a high school diploma within four or five years. In addition, the graduation rate for students attending online high school was higher for students who dropped out later in their high school years (Berline & Barrat, 2009).

E. What Is Online Learning?

Online learning is concerned with the medium of communication that technology creates, rather than the technological products themselves, such as the networking of computer-based communication (Bach, Haynes, & Smith, 2007). Paterson (2001) reported that the way people live and work has been changed by the introduction of the World Wide Web and associated technologies. This change includes online learning, which can be accessible anytime or anywhere in the world. This delivery of learning opens up a rich learning environment. Moreover, Cummings (2001) determined that “Online learning is catching on as a way to effectively teaching channel partners by using the computers anytime and anywhere, like at home or at work, without the hassle of expensive travel or the monotony of classroom courses” (p.22).
Online learning is made up of programs in which students can learn subject matter or improve their skills by following instructions on the Internet instead of attending classes in a traditional classroom for the same purposes. According to Porta (2000), online learning is “Learning which utilizes the Internet and in which both the learner and the teacher utilize various subsets of the Internet repertoire of teaching and learning tools” (p.11).

Flores (2009) indicated that online instruction, compared to the interaction between teachers and students contained in a single physical classroom in traditional school, is more effective because students can communicate with their teachers anytime. Also their teachers can use different ways to explain the materials to meet each individual need. Waston and Gemin (2009) explain some differences between online and traditional classes; for instance, the process of teaching an online class is quite different from the process of teaching in a physical classroom. For example, a teacher in a traditional classroom may divide the learning experience into categories, such as the textbook, the class lectures, activities, and additional instructional materials. In contrast, the online class environment mixes and matches these components depending on the course or class design and needs. Also, sometimes a physical textbook may not be used in the online class; other educational materials and teacher’s instruction work instead of a textbook (Waston & Gemin, 2009).

F. Barriers to Online Learning

Research about the challenges or barriers for students in online schools has shown that working students can often have difficulty in balancing both school and work (Singh,
Change, & Dika, 2007). Chandras, DeLambo and Eddy (2010) indicated that there are a lot of barriers for students in online high school. For example, the technology barrier is important to overcome in order to work on a computer for online learning. Students must be able to type and conduct research on the Internet so they can complete their assignments and continue with their online classes; some students could do better if they had better technology skills. Other barriers for online students arise with certain courses that should be taught face-to-face rather than online, such as a math class. A working environment where learning and communication are not face-to-face, a lack of access to computers, a lack of motivation, limited computer skills, and limited time to work online are other barriers to online learning (Chandras, DeLambo & Eddy, 2010).

Additionally, Rockler-Gladen (2008) explains that Like all online classes, a problem with online high school classes is that they require students to be very disciplined. It's easy to goof off when you have an online course, so if a student doesn't have the best concentration or study habits, an online course can potentially be a disaster. In addition, a problem with online high school courses is that students often look for "short cuts" and skip over some of the built in interactive activities that are designed to help them learn. Well-written online classes make it difficult for students to skip over material, but since the students are learning independently, this can be difficult to monitor. Of course, online courses only work for students who are literate when it comes to using technology. No, the courses don't require advanced computer knowledge, but they do
require that students know the basics of going online (Rockler-Gladen, 2008, p.3).

According to the latest Pew Internet and American Life Project survey in 2009, one-third of Americans do not have access to the Internet at home. Despite all of the gains of online learning, it is not a universal opportunity because not all Americans are connected to the Internet, as the Department of Commerce's National Statistic says (“New Report,” 2010).

A Telecommunications and Information Administration report explains that although the percentage of people who never use the Internet has dropped from 37.6 percent in 2007 to 31.6 percent in 2009, almost a third of the country still does not have a connection to the Internet at home. (“New Report,” 2010).

The researchers Ettinger, Holtion, and Blass (2006) have explained that online learning requires self-discipline. According to Park (2007), when the learners feel comfortable with using computers and software, they will be more influenced by online classes. However, some people may be concerned with whether online learning is a model that would be successful for every student.

G. Traditional Versus Online Learning

Although online learning does not offer the same experiences that students have in a traditional learning environment, instruments such as a discussion board allow for student interaction that promotes critical thinking and brainstorming with other peers. Knauka and Anderson (1998) noted, “Discussion forums create an environment similar to
the face-to-face classroom environment where knowledge can be critically constructed, validated and shared” (p.22). Moreover, according to Rice and Gattiker (2001) the growing maturity of learning management within online learning systems has led to an awareness of the ability to duplicate many of the teaching practices available in face-to-face delivery by the academic and vocational training practitioners.

Students go to online schools for several different reasons. One reason is that parents might feel that they need more control over their children than what they have in traditional classrooms. The online school, thus, allows the student to take classes under the watchful eyes of the parents. Families that travel out of town or out of the country during the school year may also choose online school, which would allow their children access to the online classroom regardless of the time of day (Joujati, 2010) or location. According to Guide to Online Learning (2010), there are many children for whom the traditional classroom does not provide the creative atmosphere necessary to allow a student’s strengths to develop. Others may require a slower pace, which a traditional school may not be able to facilitate. Online schools are able to offer a curriculum that can meet each student’s need and provide a more flexible and individualized approach.

In online classes, students are required to have a computer and Internet access, as well as basic computer skills so that they can participate in an online classroom. Students who participate in online classrooms learn responsibility, given that they must complete their homework and other tasks on the computer typically on an individual basis (Joujati, 2010). According to White and Weight (2000), many people think that online education is an “easy way out” (p. 41). When considering online learning, parents and students should know that online schooling requires the student to be more self-directed. Online
learning is an alternative tool to assist those who are motivated to meet their educational goals, but do not desire a traditional classroom (White & Weight, 2000). Furthermore, Mertz (2003) stated, "The online environment is one in which students take on a more focused role in their learning. Rather than a surface method, learning now takes on a deeper approach" (p. 63). Using online learning will possibly promote this “deeper approach” when students learn material by themselves, and it will assist students in preparing more successfully for classes (Mertz, 2003).

**H. Advantages and Disadvantages of Online Learning**

According to Michael and Alexandra (2005), the biggest advantage of online schooling is using the Internet. The Internet permits students, parents, and teachers access to course materials, grades, and assignments 24 hours a day by using a personal computer. Another online learning advantage is that teachers can adapt materials to meet the needs of each student in the way that is most beneficial to them. According to Lewis (2005), online learning enables a student-centered teaching approach, supporting individualization. This method acknowledges that every student learns differently, such as visually or by “doing” an activity. These two advantages could have an impact on the absorption of the competencies required to graduate from high school.

Although students have the advantage of "attending" a course at anytime and from anywhere, the accessibility is at the same time a disadvantage. It means that parents—or anyone—can complete coursework instead of the enrolled student, even taking the class or an exam (The A-B-C-D of E-learning, 2007). Barbian (2003) wrote that critics argue that the Internet makes learning too easy, too comfortable, and undisciplined. It
discourages reflection and deep thought and possibly permits students to forget the facts or not understand material.

Barbian (2003) added that a quality education requires responsibility, commitment, an inspiring teacher, and a sense of hard work. It is difficult to isolate these characteristics of online learning. In addition, *The A-B-C-D of E-learning* (2007) stated that one disadvantage of online learning is poor communication between other students, and between students and their teachers, as there is no face-to-face contact, as well as a lack of interaction with people.

Another disadvantage of online learning is that the student must use the provided materials without the assistance of a teacher present. Although teachers and students communicate with one another, the majority of this discussion is through written correspondence versus oral communication and discussion. According to Mohammed (personal communication, March 12, 2010), when he started attending an online school, he was happy in the beginning because he was free and could attend his class when and where he wanted. Later, he shared that he started to feel bored. Sometimes he hated to attend his online class because he felt that he was dealing with a machine, his computer, instead of an actual teacher. Eventually, after three years of working hard in online classes, he feels that he is unable to share his ideas or communicate effectively by speech. Instead, he prefers to write what he would like to communicate, giving others a letter or paper to read. The preference may indicate a strong needs to alter online classes to include development of oral communication skills (Mohammed, personal communication, March 12, 2010).
J. Online Learning and Students’ Needs

As with any effective school, online schools must tailor instruction to meet the different learning needs of students. Some students learn best by listening to content, while others require visual tools. Designers who develop online schools try to accommodate a variety of learning styles that include both auditory and visual materials. Joujati (personal communication, October 4, 2010) agrees that students differ vastly in their learning needs, and he states that website designers attempt to utilize all five senses when generating material for an online school. Joujati (2010) added that teaching through an online school requires a significantly different approach from educators when compared to traditional schools because teachers in online classes cannot see students’ facial expressions. Teachers have difficulty observing when students are having difficulty with material because they are not present. Likewise, Martinidale, Cates, and Qian (2005) stated that it is substantially more difficult to create online courses that accommodate the demands of constructivist learning because online classes should be easy to understand and at the same time help students learn. The pedagogical value of online school design lies in helping learners discover and explore content for themselves through interactive, flexible, differentiated, and motivating activities (Martinidale, Cates, & Qian, 2005).

White and Weight (2000) indicate that effective online schooling offers a variety of types of communication between students, teachers, and peers. Nam and Smith-Jackson (2007) explain that the educational tool in online school websites provided teachers with new teaching experiences. Teachers are able to stay in contact with their students in online class most anytime, while, in traditional classrooms, teacher and students communicate only during the class time. In a review of the text by White and
Weight, *The Online Teaching Guide: A Handbook of Attitudes, Strategies, and Techniques for the Virtual Classroom* (2000), Beall notes that online teaching is similar to classroom teaching in that teaching is a means of interpersonal communication. However, well-implemented online courses require more of everything: time, thought, effort, communication, feedback, and explanation. Attention to design and reworking the type of context, as well as effective delivery practices, also requires attention. Teachers must allow circumstances surrounding the learning situation to help students decide which approach to learning is the most appropriate (Karagiorgi & Symeou, 2005).

Teachers need to consider a learning-centered approach compared to a teacher-centered method (John & Sutherland, 2009) in order to produce learning benefits for students.

Two types of online learning exist: classes that are referred to as electronic online classes, and classes that are considered traditional. Electronic online classes do not have live video lectures—defined as pre-recorded lectures that are published for students to watch any time. The teacher then posts the assignment online each week for the students to do (Joujati, 2010). In another type of traditional online class, the teachers schedule a specific time for each class so the teacher and students enter a chat room and listen to the teacher’s lecture live. During this class time, the teacher and students can interact, ask questions, and discuss scenarios. In both types of online classes/courses, students and teachers can complete coursework anywhere, and the teacher has more communication with his or her students than he or she has in the traditional classroom (Joujati, 2010).

**K. Online School History in the United States**

Aranda (2010), in the article entitled *A Brief History of Online Education*, indicated that E-training was just starting to become a potential creation during the early
1980s. In the mid 1990s, the first type of online education began and was a great success. By the end of the 1990s, the millennium marked an entirely new period for technology, and online schooling began to evolve.

In a report by the U.S Department of Education (2010), it was estimated that in 2007, more than one million K-through-12 students were enrolled in online education programs. Also, the number of high school students taking an online class in 2009 doubled the rate of 2008.

Kirby and Sharp’s (2010) research showed that “Females were more than twice as likely to participate in online school in comparison to their male cohorts” (p. 86). The students who have completed online school were three times more likely to go to college than those who did not go to online high school.

K. Graduation Rates in Traditional Versus Online High Schools in the U.S.

As is reported by a nationwide study, the average high school graduation rate in the nation’s 50 largest cities was 53 percent, while it is 71 percent in the suburbs (Dillon, 2009). Moreover, according to the U.S. Department of Education report (2008), about 1.2 million students drop out annually nationwide, and about 70 percent of U.S. students graduate on time with traditional diplomas.

On the other hand, according to Watson and Gemin (2009), with online classes, the rate of high school students who complete the graduation requirement is between 87 percent and 90 percent. Moreover, Florida Virtual School, which is the largest online
program in the United States, achieves a course completion rate of 90.2 percent.

Minnesota Services Cooperative Online Learning Program reported that the graduation rate in their program is 82 percent (Archambault, 2010). In 2008, the graduation rate for high school students in online classes was very high compared to that of students in traditional classes (Hanlon, 2009).

L. High School Curriculum for Online Schools Versus Traditional Schools

Online schools try to offer the same curricula as traditional schools for students, so the curriculum for online schools and traditional schools are similar. Online schools offer a curriculum that meets all students’ needs and at the same time meets students’ individual needs (Tomei, 2004). According to the Guide to Online Learning (2010), some online schools provide more than 100 high school courses. These online courses are designed to help each student develop his or her own path to a diploma and to post-high school success—whether in college or in the workforce.

M. How Adults Learn a Theoretical framework

The primary purpose of this study was to determine if online learning is a viable educational tool to help young women with children obtain a high school diploma. The proposed study was framed in adult education theory (Knowles, 1950). This study examined the potential benefit of online learning to young U.S. women who were unable to acquire their high school diploma in a traditional school structure. The researcher
examined if online high schools use adult learning theory because that this group particularly the mothers are more adult like than adolescent. All of these young female students have dropped out of regular high school that is not a good fit for them. Regular high schools are built on constructivist theories of education for adolescents so there is reason to think the adult models of learning would fit these students better. All of these young female students have dropped out and made the decision to do on-line high school completion so they are more self-directed and self motivated than other traditional high school students. Particularly the moms who because of their life experiences of having a child or children, have been forced by circumstances or life experiences,—giving birth— to grow up faster become more adult or grown up.

Knowles (1950) in his adult learning theory believes that adults learn differently from children. There are five basic characteristics of adult learners in Knowles’ theory that will lead an adult to success in gaining knowledge. The first of these five characteristics is self-concept or self-direction; a person’s self-concept moves from a dependent personality toward one of a self-directing human being. Next, one of the rich resources of learning is that an adult accumulates a growing reservoir of experience as a result of maturing, and this knowledge reservoir is a learning resource. The third characteristic of adult learners is a readiness to learn. Orientation toward learning is influenced by a change in time-perspective as people mature—from application of knowledge to immediacy of application. A fifth characteristic is internal motivation to learn; usually adults need to know why they need to learn something. Knowles in his theory believes that children and adults learn differently. Andragogy is the name for adult
learning theory and methods. On the other hand, pedagogy is the method of child learning theories (Smith, 2002).

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role-playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader.

The scope or application of andragogy applies to any form of adult learning. Knowles (1984, Appendix D) explained how andragogy principles can be applied to the design of personal computer training:

1. There is a need to explain the reasons for teaching specific things (e.g., certain commands, functions, operations, etc.)
2. Instead of using memorization in instruction, task-orientation should be used, as well as learning activities, which should be in the context of common tasks to be performed in online classes.
3. The different backgrounds of learners should be taken into account in online instructions and learning materials, and activities should allow for different levels or types of previous experience.
4. Because adults are self-directed, instruction should be designed to allow learners to discover things for themselves, providing guidance and helping when mistakes are made (Knowles, 1984).
N. Can Online Learning Help Young Women Obtain a High School Diploma

Online learning, in order to meet young mothers’ needs and be effective in their learning, should follow the adult-learning theory. Online learning should allow for enough space for self-directed students so they can learn and discover by themselves, as well as use activities in the context of common tasks. For example, in online learning, teachers should give students enough space or time to look for the answers by themselves, and then discuss with them what they find. Moreover, in online learning, the instructions should not be too easy or too difficult for students. Instead, the instructions should be written with regard to the different backgrounds of students, helping them to think and work by themselves. Also, online classes should relate to students’ needs and interests in their lives. For example, online learning may encourage young mothers to learn if it helps them in shaping or meeting their future goals, such as going to a college, finding a job, or getting a higher-paying job.
III. Chapter Three

Methods and Procedures

A. Introduction

In this chapter, the methodology and research procedures used in the study are presented. A quantitative design was chosen for this research study because in this study the researcher wanted to study natural phenomena that is young women experiences in online learning environment; as described by Hohmann (2006), “Quantitative research methods were originally developed in the natural sciences to study natural phenomena. However, in the social sciences and education, quantitative methods now are well accepted” (p.32). A quantitative study that is consistent with the quantitative paradigm is an inquiry into a social or human problem, based on testing a theory, measured with numbers, and analyzed with statistical procedures. It also can be measured objectively by using a questionnaire or a survey instrument (Creswell, 1994). The analysis must follow a legitimate format once the tool has been identified to gather data. One method of organizing and analyzing quantitative data is statistics. Statistical methods are tools designed to help the researcher organize and interpret numbers derived from measuring a trait or variable (McMillan & Schumacher, 1989).

In this study of women and online learning, the women involved had chosen to enroll in online courses. The ability to self-select a method of learning demonstrates self-direction and a readiness to learn (Knowles, 1950). Given the description of online-learning courses, it is possible that online courses provide the necessary environment and a methodology that is consistent with the learning styles and individual preferences of the
learner. In the case of this study, the learners were young women who were taking online classes at the time that the study was conducted. These young women chose to take online classes or attend online schools in order to complete their high school graduation requirements and obtain their diploma. Because some of these young women are mothers, they needed more flexible programs in order to work and study as well as take care of their children.

B. Research Questions

Online schools do not prohibit anyone from enrolling. All races, genders, and also individuals with disabilities can attend online schools. The federal civil rights laws have helped bring about profound changes in American education and improved the educational opportunities of millions of students (U.S. Department of Education, 2008). Many barriers that once prevented minorities, women, individuals with disabilities, and older persons from freely choosing educational opportunities have been eliminated (U.S. Department of Education, 2008).

However, women with children are still at a disadvantage in completing a high school education because their particular barriers are difficult to break down.

The following central research question was asked:

- How do young women’s experiences in online learning help them to complete high school requirements for earning their diploma?

The following sub questions are operationally the central question.

1. What encouraged women who dropped out of high school to continue their education in online learning?
2. How long do young women who began taking online courses need to complete the requirements for a high school diploma?

3. What are the impediments for young women in completing online courses?

4. Is there a relationship between the young women enrolled in online courses and their mothers' level of education?

5. Is there a relationship between the young women enrolled in online courses and ethnicity?

The following questions were designed to support the sub-research questions.

1. What aspects of online learning meet the personal needs of childless young women and young mothers?

2. Do online learning experiences for young women without children differ from online learning experiences for young mothers?

3. How do young women enrolled in online classes compare their online class experience to traditional school?

The following sections are included in this chapter: type of quantitative research design, and the methodology that is employed throughout the research. The type of study, population, sample size, sampling technique, research procedures, and procedures of data analysis are also discussed.

C. Research Design

The design of this study was a quantitative approach based on descriptive study principles because the researcher in this study exam the situation as it is. The researcher
did not change in the situation but look at the young women experiences in online learning environment. According to Creswell (2002), descriptive research includes collecting data as a case study to answer questions or test hypotheses concerning the current status of the subjects of the study in order to determine and report the way things are. In a descriptive study, no attempt is made to change behavior or conditions—researchers measure things as they are. Descriptive designs are organized to gain more information about a particular characteristic within a particular field of study. A descriptive study may be used to develop theory, identify problems with current practice, justify current practice, make judgments, or identify what others in similar situations may be doing. There is no manipulation of variables and no attempt to establish causality.

Cronbach (1982) indicated that the description often explains some knowledge that we may not notice or even encounter. Anthropological theories, as well as several important scientific discoveries, reveal events outside of our common experiences that have resulted from making such descriptions. For example, educational researchers can describe activities within classrooms concerning the implementation of technology. Educational researchers may use observation, surveys, and interview techniques to collect data about groups of people during computer-based activities. Then, these data can be used to recommend specific strategies for improving teaching strategies and/or tactics.

Descriptive studies play an important role in educational research. Descriptive studies have greatly increased our knowledge about what happens in schools. For example, several important books in education have reported studies of this type: *The Classroom Use of Technology Since 1920*, by Larry Cuban; *Computers in Education: Social, Political, and Historical Perspectives*, by Muffoletto and Knupfer; and
D. Research Methodology

In educational research, the most common descriptive methodology used is the survey, as when researchers summarize the characteristics—abilities, preferences, behaviors, and so on—of individuals, groups, or sometimes physical environments, such as schools (Fraenkel & Wallen, 2009). In this study the researcher used the online survey because the online survey in a way that is most anonymous most confidential. High school dropouts are a group that many look down on so they might be more open about their experiences in an online anonymous survey. Also and more important this is about students experiences in the online high school so why not gather data in the same environment, the online survey. The method of online survey most closely matches the environment researcher are interested in learning about the online high school.

According to Kerlinger (1979), survey research involves the studying of large populations as well as small populations. Also, a survey is used to study samples chosen from the populations in order to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. Surveys can provide a quick, inexpensive, and accurate means of obtaining information about a population from a sample of individuals. The survey is an appropriate method of collecting data if a researcher wants to know about the opinions, attitudes, and perceptions of respondents. Moreover, descriptive surveys can be used to explain the relationships and differences between two or more variables.
The fields with the widest use of the survey method are the social sciences, education, business, and medicine. Information is obtained by asking people questions either orally or by people responding to questions on paper or on a computer screen concerning the topic. The survey research purpose is to generalize from a sample population, making a conclusion about some characteristic, attitude, or behavior of this population. In this investigation, including a large number of young female students in online schools as participants in the study increases the applicability of the study (Babbie, 1990; Creswell, 1994). Educational surveys are often used to evaluate the effectiveness of an implemented program, as well as to assist in planning and decision-making (Borg & Gall, 1989; McNamara, 1994).

E. The Type of Study

Two major types of surveys exist: cross-sectional surveys and longitudinal surveys (Fraenkel & Wallen, 2009). Because the researcher in this study collected the information at just one point in time (although the time required to collect all of the data from the sample could take anywhere from a week to a month or more), the researcher used a cross-sectional survey design. According to Fraenkel & Wallen (2009), the cross-sectional survey is the type that is used to collect data from the sample population at one point in time, even if it is from a different place, whereas the longitudinal survey is the type of survey used to collect the data at different points in time in order to study change over time.
F. Populations and Sample Size

The population for this study consisted of online high schools in the United States. More than 100 online high schools were identified by visiting the online high school Org Web site (2011) at http://www.onlinehighschool.org/Free_Online_High_Schools.html#OH. Private or charter schools are not included in the population. Thus, the sampling consisted of students at public online high schools in the U.S., as summarized in Appendix A.

Even though there is no specific answer about how large a sample size must be, the general rule is to use the largest sample possible. Based on the results of the sample from which it is drawn, researchers learn about the population. The larger the sample, and how well the sample matches the population in critical areas, the more likely the information gained from the sample can be generalized to the population (Mitchell and Jolley, 1998). Also, Fraenkel and Wallen (2009) indicated that the sample size or the number of subjects needed for a descriptive study is a minimum of 100 participants. Moreover, a researcher should seek a relatively large number of participants in order to obtain an unbiased sample (Patton, 2004). So, the researcher for this study distributed the survey to more than 1200 young women who are studying at online high schools to be sure to have a large sample size.

G. Sampling Techniques

Because the researcher is doing this research about the online education environment in that online environment where the population of interest is constantly
changing, it was not feasible to randomly sample the entire population. However, it is necessary to employ other sampling techniques, so the researcher used the non-probability sampling technique. Also, with a non-probability sampling population, participants were selected on the basis of their availability because they volunteered. More specifically, the type of non-probability sampling the researcher used was a convenience sample because the researcher used whichever individuals were available, rather than selecting from the entire population.

**H. Research Procedures**

The primary purpose of the study was to determine how online learning helps young women with children obtain a high school diploma and if the subgroups of young women with children are particularly well served in this environment. The study focused on individual students’ perceptions and the way in which their experiences reflect how online courses provide context to their learning. A quantitative research approach, specifically with a descriptive design, was chosen as an appropriate means of obtaining data that are closely connected to the experiences of female students enrolled in online school in the U.S. and their progress toward a high school diploma. The procedures detailed in this chapter are used to address these study questions, which were answered through the questions of the survey.

Data for the study were collected through the survey questions distributed to women who are attending online school. The survey then asked the women their reasons for dropping out of traditional high school environment. Pregnancy is one of the choices. If this choice is selected, then the participant followed a series of questions specific for
this population. More specifically, the sample included young women who enrolled in online schools.

I. Participant Selection Process

Two online high schools in the U.S. were chosen as sites for this study. The first online high school, called school (A) for research purposes, is part of a public education system and serves students, schools, and districts around the nation and world enrolling students from 57 countries, 49 states in the U.S., and all 67 of its own state districts. It also serves students, schools, and districts around the nation and world. In addition, school (A) served more than 122,000 students in the 2010-11 school year. This school is located in a city in the central region of the U.S. and it tends to be predominantly white, but the school is becoming more diverse. For example, in report 2006, school (A) has 60.6 percent Europe American, 17 percent African American, and 17.4 Hispanic American, 5 percent other ethnicity.

Online high school (B) is a public school that serves students within its district and outside its district. School B also serves 6,000 students, 53 percent female students and 47 percent male students as well as 50 percent African American, 25.6 percent Hispanic American, 15.4 percent Europe American, and 9 percent other ethnicity. It is located in the upper Midwest region of the U.S.

The researcher sent e-mails to the schools’ principals, asking them to send the survey link with a consent letter to all the parents of female students who are younger than 18 years of age. The principals were asked to send the email directly to the female students who were 18 years or older enrolled in the online school. The email invited the
recipient to participate in a survey regarding students’ experience with online high school. Once the students agreed to participate, they could access the online survey and follow the instructions.

Criteria for student selection were based on the student’s willingness to participate. Additionally, the students must have participated in the online school for at least one year.

A copy of the e-mail that was sent to the principals from the researcher appears in Appendix B, and the other e-mail from the principals to the parents and students appear in Appendix C.

J. Survey Questions Development

Survey questions, which appear in Appendix D, were developed based on the research questions that were addressed in the study. The survey questions were developed for the students enrolled or who were enrolled in the online high school. The survey questions for students are divided into four distinct sections.

Section I. Online learning environment. The students were asked how they communicated with their teachers and each other; the activities they do or have in the online learning; how they study; who helped them studying or tutored them.

Section II. School experience. Participants were asked about their significant experiences during their high school study and how these experiences prepared them for their future in knowing what advantages and disadvantages they have from their school. These responses were compared with what the researchers found in the literature review.

Section III. Young women with children. The literature review found that the
number of children that women support influences their completion of high school, so women with children were asked how many children they have; how they take care of them while they’re studying; and how they maintain their jobs and study at the same time. Also, not having Internet at home is one of the barriers women with children have when they want to attend an online school, as indicated in the literature review. Whether women with children have Internet or not is one of the questions they were asked in the survey questions.

**Section IV. Demographics.** Participants were asked about demographic information. The purpose was to be able to disaggregate the data by subgroups. Subgroup analysis may indicate a difference among populations. These questions included the following: length of time enrolled in traditional and online school; level of grade completion; marital status; age; ethnicity; highest level of mothers’ education. The literature review indicated that women with children tend not find high paying and/or good jobs. Questions regarding employment determined if the women were or were not employed.

The researcher developed the survey questions after a review of the literature. In addition, the survey questions were designed to answer the research questions outlined in the beginning of this chapter. Questions in Sections One, two, and Three were prepared to answer the research questions. Questions in Section Four served as a foundation that enabled the researcher to provide background information. The purpose of the study, in that the researcher was interested in their online school experience, was explained to participants at the beginning of the survey. Participants were informed that they could decline to answer any question, and they were notified that their participation was
entirely voluntary. Parental consent was obtained for minor students who participated in the study.

**K. Ethics in this Study**

Five ethical concerns were considered when the survey study was conducted: no harm to respondents, anonymity and confidentiality, identifying purpose, and analysis and reporting. The five ethical concerns deal with voluntary participation in research (McMillan and Schumacher, 1989).

For confidentiality and integrity in this study, the confidentiality of the data supplied by respondents was of prime concern to the researcher. Law protects the data collected in this study as in any other study, so the researcher had to ensure that survey responses were confidential, as well as the participators’ information, such as their school’s name or location.

Respondents were informed in advance and in the beginning of the survey about the purpose of the survey and this study. Also, they were informed that they had the option to not participate or divulge information that they felt uncomfortable sharing. The survey questions for this study did not in any way attempt to deceive respondents. The integrity of the survey was enhanced if respondents clearly understood the purpose of the study.

**L. Issues of Validity and Reliability**

It is necessary for the researcher to describe the validity of the instruments that were used to collect data, so that others can be told positively that the procedures have
validity in relation to the research problems, subjects, and setting of the study (McMillan and Schumacher, 1989). If the instrument measures what it is intended to measure and accurately achieves the purpose for which it was designed, it is valid (Patton, 2002; Wallen & Fraenkel, 2009). Patton (2002) indicated that validity is a matter of degree and that discussion should not focus on if a test is valid or not; instead, it should focus only on how valid a test is. According to Patton (2002), no test instrument exists that is perfectly valid. The researcher needs to give some kind of confidence that the instrument that was used would result in correct conclusions (Wallen & Fraenkel, 2009). The basis of the data collected by the researcher should make the study valid in that it involves the appropriateness, meaningfulness, and usefulness of inferences. It validated the researcher’s work as trustworthy and encouraged others’ confidence in the study results (Wallen & Fraenkel, 2009). To improve content validity in this study, the researcher used a broad sample rather than a narrow one, and wrote survey questions to answer the research questions for this study. Moreover, the survey instrument was tested for content validity by a panel of freshman students at The University of Toledo who study in one or more online classes.

The extent to which the survey measured what it was intended to measure for a particular purpose is content validity (Gay, 1987). The student panel provided several suggestions, including improvements in the clarity of the language and enhancing answer choices. Specifically, survey questions 5 and 6 added “check all the statements that all apply to you” as an answer choice. Also, survey question 6 changed from, “What did you do if you could not understand or were confused about some point in your online classes?” to “What do you do if you have difficulties understanding a concept or are
confused about some points in your online classes?” Question 18 was adjusted from, “How important is it for you to finish high school” with multiple choices of “Very important, not very important, do not care” to, “Is it important to you to finish your high school diploma?” with a “yes” or “no” choice. Question 20 changed from “Did you study to take the GED? Think about it?” to “Have you thought about taking the GED?” Question 21 was adjusted to include “I did not drop out” as an answer option. Also, question 35 about employment status was adjusted to include “working” as an answer choice. Overall, the students’ panel judged the survey to have content validity for identifying the young women’s experiences in online learning or online high school in the U.S.

Even though Patton (2002) indicated, “validity is more important than reliability” (p. 71), reliability needs to be addressed in this study. According to Wallen and Fraenkel (2009), reliability relates to the consistency of the data collected. Cronbach’s coefficient alpha was used in this study to determine the internal reliability of the instrument.

Reliability refers to conformity in the application of measurement, the area to which the results are similar over different forms of the same occasions or instruments of data collecting. Developing a reliable, measurable goal seeks to minimize the influence of chance or other variables that are not related to the purpose of the measurement. The information obtained would be ambiguous, inconsistent, and useless if an instrument is unreliable. Moreover, it is necessary for researchers to select and develop data-gathering procedures that will be highly reliable. (McMillan & Schumacher, 1989)

Cronbach’s alpha was used to assess the reliability of the instrument. The degree to which the survey consistently measured what it was intended to measure is reliability
(Gay, 1987). Cronback’s alpha measures the internal consistency of the survey questions. The Statistical Package for Social Sciences (SPSS) 20.0 was used to establish the estimate of internal consistency. One of the reliability measures is internal consistency, which indicates how accurately the choices in each question represent the domain that is being studied (Gay, 1987). Because the responses to survey questions 27, 28, 29, and 30 should not change over time for the same participants, the responses for these survey questions were used to determine the internal consistency. Garson (2010) states that reliability coefficient .60 is common in exploratory research; alpha should be at least .70 or higher to retain an item in an "adequate" scale, and many researchers require .80 for a "good scale." Reliability of survey questions 27, 28, 29, and 30 in this study were .733.

M. Data Analysis

An analysis of the respondent’s data was conducted in accordance with the quantitative method. The analysis was conducted with software using the Statistical Package for Social Sciences (SPSS).

The data analysis consisted of simple descriptive statistics, which were used to summarize the data, including frequency and percentages. Table 2 shows which survey questions were used to answer each research question:
Table 2:

Research Questions, Survey Questions, and Answers

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Survey Item</th>
<th>Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.Q 1: What encouraged women who dropped out of high school to continue their education in online learning?</td>
<td>18, 19, 35, 36, 37</td>
<td>Q 18. Is it important for you to finish high school? Q 19. If yes, what do you see as the benefits to completing high school? Q 35. Employment Status Q 36. Employment Type Q 37. What is your hourly rate of pay?</td>
</tr>
<tr>
<td>R.Q. 2: Number of years young women need to complete high school diploma requirements in online learning</td>
<td>33, 45</td>
<td>Q 33. How many years will it take you to complete your graduation requirement? Q 45. What is the highest level of school you have completed so far? If currently enrolled, write the previous</td>
</tr>
<tr>
<td>R.Q.3: Impediments to online learning</td>
<td>21, 28, 38, 39</td>
<td>Q21. Why did you stop or drop out of online school? Q 28. What difficulties did you experience in online school? Q 38. Do you have any difficulty balancing your job and school? Q 39. Do you have any difficulty balancing between your family and attending school?</td>
</tr>
<tr>
<td>R.Q.4: Young women’s mothers’ level of education</td>
<td>46</td>
<td>Q 46. The highest level of education your mother received</td>
</tr>
<tr>
<td>R.Q. 5: Ethnicity of young women enrolled in online learning</td>
<td>47</td>
<td>Q 47. Ethnicity</td>
</tr>
<tr>
<td>Sub-R.Q.1: Aspects of online learning in meeting the individual needs of the learner</td>
<td>5, 6, 8, 10, 34</td>
<td>Q 5. How does your teacher help you learn the material in the online learning community? Q 6. What do you do if you have difficulty understanding a concept or are confused about some points in your online classes? Q 8. What time of day do you usually study or work online? Q10. What types of extracurricular activities do you</td>
</tr>
</tbody>
</table>
| Sub-R.Q. 2: Online learning experiences for young women v. online experiences for young mothers | 7, 9, 13, 14, 15, 16, 17, 24, 26, 40 | Q 7. Do you have anyone tutoring you to help you study for your classes or exams?  
Q 9. Do you think there are some classes that should not be taught online? Why? Give examples, please.  
Q 13. While you are taking online classes, how are you keeping in contact with your friends?  
Q 14. Since you began taking classes online, do you spend more time with friends?  
Q 15. Contact with other students in the online school?  
Q 16. Do you meet with your friends after school?  
Q 17. What is your preferred way to communicate with your teachers in online learning?  
Q 24. Do you attend online school full time?”  
Q 26. Why did you enroll in an online school?  
Q 40. Was there or is there an individual who helped you get started toward online learning? |
|---|---|---|
| Sub-R.Q.3: Online learning v. traditional learning | 11, 12, 20, 22, 23, 25, 27, 28, 29, 30, 31, 32, | Q11. Since I began online school, I have  
Q12. Since I began online school, communication with my friends has  
Q 20. Have you thought about taking the GED?  
Q 22. Do you like school overall?  
Q 23. Did you study in traditional high school before you attended online school?  
Q 25. Why did you leave your traditional high school? |
N. Assumptions

This study and its methods were based on several important assumptions that should be illuminated. One assumption was that the sample to be studied was a representative sample of all young women with children who are studying at online high schools in the U.S. Because data pertaining to the experiences of young women with children in online learning must be collected through online high school principals, it was assumed that the participants met this study criterion. Additionally, it was assumed that online learning provides a road to the completion of high school requirements for young women with children in online schools, and that it is a valid and reliable assessment instrument for online learning. Furthermore, according to Newman and Benz (1998) where generalized transference from the sample to the population is the goal, quantitative research emphasizes the empirical exploration and explanation of phenomenon. The purpose of this study was to explore the relationship between young mothers obtaining a high school diploma and online learning. By testing this relationship through defined variables, sampling strategies, study design, and statistical analysis, generalization to the
larger population is possible, which was the purpose of this research study. Based on this identified purpose, a quantitative approach was used.

O. Summary

Chapter 3 describes the methods used within this study, including the type of research design, the research questions, the methodology, the type of study, population, sample size, sample technique, data collection procedures, data analysis procedures, the limitations of the study, and the assumptions. Chapter 4 will include the results of the data analysis in response to this study’s research questions.
Data Analysis and Results

A. Introduction

During the past few years, online learning has increased in the U.S. and has been used as an educational model for students in different school grades. As such, these online learning programs ostensibly have been linked with improved academic performance; however, the research has been unclear about the effectiveness of online learning for young mothers in obtaining a high school diploma. In order to explore the relationship between young women’s experiences in online learning as they complete the requirements to obtain the high schools diploma, this study explored five research questions and three sub-research questions.

The purpose of this chapter is to report the findings of the study. The chapter is divided into three sections: description of the sample, analyses of the data relating to the research questions, and summary of the chapter that concludes with a summary of the data presented.

B. Description of the Sample

The survey link was sent by e-mail to the schools’ principals on February 24, 2012, to be sent to the students. The principals forwarded the e-mails to the parents of over 1000 young female students. On Mar 5, 2012, a follow-up e-mail with the survey link was sent
to the participators as a reminder to the students to complete the survey before it closed on Mar 15, 2012 (see Appendix E).

Sixty-six students responded to the survey; 10 additional answered that they do not wish to participate. They stopped and exited out of Survey Monkey. Moreover, 15 students did not complete the survey. They answered 5 or 6 out of the 47 questions of the survey. The number of participators who completed the survey is 41, and their life statuses are as follows: Forty-one young women participated in this study; 26 of them are without children and the other 15 are with one or more children (refer to Figure 1).

**Figure 1: Number of Young Women With and Without Children**

![Number of Young Women With and Without Children](image)

Figure 2 shows that the age of young women while doing this study was between 17 years and 18 years of age (26 percent).
In addition, figures 3 noted that 80 percent of young women are not married.

The highest level of grade achievement is 9th grade for more than 40 percent of the young women, as is noted in figure 4.
Figure 4: Level of school complete so far

The highest level of school completed so far

According to Figure 5, about 40 percent of young women were not working but looking for job, and about 60 percent of them were working at the time the study was conducted.

Figure 5: Employment Status

Moreover, Figures 6 and 7 noted that, while 53 percent of young mothers work full time and 47 percent work part time, all of them get the minimum wage of $7.40 per hour (100 percent).
Figure 6: Employment Type

Figure 7: Hourly Rate Of Pay

C. Analyses of the Data for Each Research Question

This section reports the data addressing the research questions. It is organized by research question.
a. Result of Research Question 1

1. What encouraged women who dropped out of high school to continue their education in online learning?

Research question one was answered by analyzing frequencies and percentages of the responses to survey questions 18, 19, 35, and 37. Table 3 shows how attaining a high school diploma is an important factor encouraging young women to continue their education in online learning. An examination of Table 4 shows that 56.1 percent see the benefits for them in finishing high school are to go to a college and to get a better job.

Table 3:

*Frequency and Percent of Importance of Finishing High School for Young Women*

<table>
<thead>
<tr>
<th>Is it important for you to finish high school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Yes</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Table 4:

**Frequency and Percent of the Benefits of Completing High School for Young Women**

If yes, what do you see as the benefits to completing high school? (Check all the statements that apply to you)

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To go to a college</td>
<td>5</td>
<td>12.2</td>
<td>12.2</td>
<td>12.2</td>
</tr>
<tr>
<td>Get a better job</td>
<td>8</td>
<td>19.5</td>
<td>19.5</td>
<td>31.7</td>
</tr>
<tr>
<td>To go to a college, to get a better job</td>
<td>23</td>
<td>56.1</td>
<td>56.1</td>
<td>87.8</td>
</tr>
<tr>
<td>Personal satisfaction, family pressure, to tell my children some day</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>90.2</td>
</tr>
<tr>
<td>Personal satisfaction, family pressure, economy, to receive specialized post high school</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>92.7</td>
</tr>
<tr>
<td>Personal satisfaction, economy, to tell my children some day, to receive specialized post high school</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>95.1</td>
</tr>
<tr>
<td>Personal satisfaction, economy, to tell my children some day, to go to a college</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>97.6</td>
</tr>
<tr>
<td>Personal satisfaction, economy, to go to a college, to get a better job</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, an examination of Table 5 shows that the majority of young women are not working but are looking for job (43.9 percent). Also, Table 6 shows that the majority of young women who work get a minimum wage of $ 7.40 per hour (22 percent).
Table 5:

Frequency and Percent Young Women’s Employment Status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Not working and looking for work</td>
<td>18</td>
<td>43.9</td>
<td>43.9</td>
<td>43.9</td>
</tr>
<tr>
<td>Not working but not looking for job</td>
<td>10</td>
<td>24.4</td>
<td>24.4</td>
<td>68.3</td>
</tr>
<tr>
<td>Working</td>
<td>13</td>
<td>31.7</td>
<td>31.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6:

Frequency and Percent of Hourly Rate of Pay for Young Women

<table>
<thead>
<tr>
<th>What is your hourly rate of pay?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>9</td>
<td>22.0</td>
<td>75.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Minimum wage of $7.40 per hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between $10 and $20 an hour</td>
<td>3</td>
<td>7.3</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>29.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>29</td>
<td>70.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These results for first research question suggest that the most important factors encouraging young women who dropped out of high school to continue their education in online learning are the ability to go to college and to find a better job that is full time and/or with a high pay rate (higher than the minimum wage of $7.40 per hour).
b. Results for Research Question 2

2. How long do young women who began taking online courses need to complete the requirements for a high school diploma?

Research question two was answered by analyzing frequencies and percentages of the responses to survey questions 33 and 45. As noted in Table 7, while three participators skipped this question, 31.7 percent of young women are going to complete the graduation requirement in two years, and 24.4 percent are going to complete the requirement in one year. On the other hand, Table 8 shows that 36.6 percent of young women have finished the 10th grade, and 3 participants skipped this question.

Table 7:
Frequency and Percent of How Long It Will Take Young Women to Complete Graduation Requirement

<table>
<thead>
<tr>
<th>How many years, from when you began online classes, do you need to complete your graduation requirement?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid One year</td>
<td>10</td>
<td>24.4</td>
<td>26.3</td>
<td>26.3</td>
</tr>
<tr>
<td>Two years</td>
<td>13</td>
<td>31.7</td>
<td>34.2</td>
<td>60.5</td>
</tr>
<tr>
<td>Three years</td>
<td>9</td>
<td>22.0</td>
<td>23.7</td>
<td>84.2</td>
</tr>
<tr>
<td>More than three years</td>
<td>6</td>
<td>14.6</td>
<td>15.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>92.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>3</td>
<td>7.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8:
Frequency and Percent of Highest Level of School Young Women Completed So Far

<table>
<thead>
<tr>
<th>What is the highest level of school you have completed so far?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 9th</td>
<td>9</td>
<td>22.0</td>
<td>26.5</td>
<td>26.5</td>
</tr>
<tr>
<td>10th</td>
<td>15</td>
<td>36.6</td>
<td>44.1</td>
<td>70.6</td>
</tr>
<tr>
<td>11th</td>
<td>10</td>
<td>24.4</td>
<td>29.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>82.9</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>7</td>
<td>17.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These results for second research question suggest that while 36.6 percent of young women have finished the 10th grade, 56.1 percent of young women will complete high school graduation requirements in one or two years.

c. Results for Research Question 3

3. What are the impediments for young women in completing online courses?

Research question three was answered by analyzing frequencies and percentages of the responses to survey questions 21, 28, 38, and 39. As noted in Table 9, 97.6 percent of young women did not drop out of online high school.
Table 9:

Frequency and Percent of Reasons for Stopping or Dropping Out of Online School

<table>
<thead>
<tr>
<th>Why did you stop or drop out of online school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>2.4</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>It was difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not drop out</td>
<td>40</td>
<td>97.6</td>
<td>97.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

An Examination of Table 10 reveals that the greatest difficulty survey respondents have in online school is that they have to learn everything on their own (65.9 percent responded in this way), and 31.7 percent say they do not have any difficulties in online schools. Moreover, according to Table 11, while 20 participators (48.8 percent) did not answer the question in regard to difficulties balancing between a job and attending school, all other participators answer negatively; they do not have any difficulties balancing their job and attending school (51.2 percent). Furthermore, 82.9 percent of young women do not have difficulties balancing between family and attending school, as is shown in Table 12.

Table 10:

Frequency and Percent of Difficulties Experienced in Online School

<table>
<thead>
<tr>
<th>What difficulties did you experience in online school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>27</td>
<td>65.9</td>
<td>65.9</td>
<td>65.9</td>
</tr>
<tr>
<td>I have to learn everything on my own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a lot of assignments to do</td>
<td>3</td>
<td>7.3</td>
<td>7.3</td>
<td>73.2</td>
</tr>
<tr>
<td>It takes a long time to study</td>
<td>11</td>
<td>26.8</td>
<td>26.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Table 11:

_Frequency and Percent of Difficulties Balancing Working a Job and Attending School_

<table>
<thead>
<tr>
<th>Do you have any difficulty balancing between your job and attending school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>No</td>
<td>21</td>
<td>51.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>20</td>
<td>48.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 12:

_Frequency and Percent of Difficulties Balancing Between Family and Attending School_

<table>
<thead>
<tr>
<th>Do you have any difficulty balancing between your family and attending school?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>2</td>
<td>4.9</td>
<td>5.6</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>82.9</td>
<td>94.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>87.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>5</td>
<td>12.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

These results for the third research question suggest that the greatest impediment of young women in completing online courses is that they have to learn everything on their own (65.9 percent).

d. Results for Research Question 4

4. Is there a relationship between the young women enrolled in online courses and their mothers' level of education?
Research question four was answered by analyzing the frequency and percentage for survey question 46. According to Table 13, 24.4 percent of young women’s mothers got their high school diploma and 22 percent had some high school, but no diploma.

Table 13:

Frequency and Percentage of Highest Level of Education Young Women’s Mothers Received

<table>
<thead>
<tr>
<th>What was the highest level of education your mother received?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Some high school, no diploma</td>
<td>9</td>
<td>22.0</td>
<td>22.0</td>
<td>22.0</td>
</tr>
<tr>
<td>High school graduate</td>
<td>10</td>
<td>24.4</td>
<td>24.4</td>
<td>46.3</td>
</tr>
<tr>
<td>GED</td>
<td>4</td>
<td>9.8</td>
<td>9.8</td>
<td>56.1</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>8</td>
<td>19.5</td>
<td>19.5</td>
<td>75.6</td>
</tr>
<tr>
<td>College degree</td>
<td>8</td>
<td>19.5</td>
<td>19.5</td>
<td>95.1</td>
</tr>
<tr>
<td>Master degree</td>
<td>2</td>
<td>4.9</td>
<td>4.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

These results for the fourth research question suggest that as well as the highest percentage of the young women’s mothers in this study do not have a high level of education, such as college or higher, these young women do not have their high school diploma yet.

e. Results for Research Question 5

5. Is there a relationship between the young women enrolled in online courses and ethnicity?

Research question five was answered by analyzing the frequency and percentage for survey question 47. According to Table 14, 58.54 percent of young women are
African American, 29.3 percent are Hispanic American, and 12.2 percent are European American.

**Table 14:**

*Frequency and Percentage of Young Women’s Ethnicity*

<table>
<thead>
<tr>
<th>Please specify your ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic American</td>
<td>12</td>
<td>29.3</td>
<td>29.3</td>
<td>29.3</td>
</tr>
<tr>
<td>European American</td>
<td>5</td>
<td>12.2</td>
<td>12.2</td>
<td>41.5</td>
</tr>
<tr>
<td>African American</td>
<td>24</td>
<td>58.5</td>
<td>58.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

These results for the fifth research question show that the highest percentage ethnic group pursuing online learning in this study is African-American, so in this study, there is relationship between young women’s ethnicity and attending online schools.

**f. Results for Sub-Research Question 1**

1. What aspects of online learning meet the personal needs of young women and young mothers?

Sub-Research question number one was answered by analyzing frequency and percentages of the responses to survey questions 5, 6, 8, 10, and 34. As noted in Table 15, 30.8 percent of the childless young women who participated in this study responded that their teacher helped them to learn the material by referring them to websites, but 46.7 percent of young mothers responded that their teachers helped them not only by referring them to websites, but also by giving them examples.

**Table 15:**
**Frequency and Percent of How Teachers Help Young Women Learn the Material In Online Learning Community**

How does your teacher help you learn the material in their online learning community?  
(check all the statements that all apply to you)

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td>3</td>
<td>11.5</td>
<td>11.5</td>
<td>11.5</td>
</tr>
<tr>
<td>Gave me examples</td>
<td>8</td>
<td>30.8</td>
<td>30.8</td>
<td>42.3</td>
</tr>
<tr>
<td>Referred me to websites</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>46.2</td>
</tr>
<tr>
<td>Gave me more assignments</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>50.0</td>
</tr>
<tr>
<td>Gave me examples, Referred to websites</td>
<td>7</td>
<td>26.9</td>
<td>26.9</td>
<td>76.9</td>
</tr>
<tr>
<td>Gave me Examples, Repeated Explanations</td>
<td>4</td>
<td>15.4</td>
<td>15.4</td>
<td>92.3</td>
</tr>
<tr>
<td>Gave Examples, Referred to websites, Repeated Explanations</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have one or more child (ren) Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave me examples</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Referred me to websites</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Repeated explanations</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Gave me examples, Referred to websites</td>
<td>7</td>
<td>46.7</td>
<td>46.7</td>
<td>73.3</td>
</tr>
<tr>
<td>Gave me Examples, Repeated Explanations</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>80.0</td>
</tr>
<tr>
<td>Gave Examples, Referred to websites, Repeated Explanations</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Gave Examples, Referred to websites, Gave more assignments</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
An Examination of Table 16 reveals that when the childless teenagers who participated in this study have difficulty understanding a concept or are confused about some points in their online classes, 65.4 percent of them look on the Internet to find answers. On the other hand, 66.7 percent of young mothers look on the Internet to find answers for what they did not understand. This result shows that the majority of the two groups of young women in online classes look on the Internet to find answers for what they did not understand.

Table 16
Frequency and Percent of What Young Women Do If They Have Difficulty Understanding a Concept or Are Confused About Some Points in Their Online Classes

<table>
<thead>
<tr>
<th>What do you do if you have difficulty understanding a concept or are confused about some points in your online classes? (Check all the statements that all apply to you)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Ask my teacher</td>
<td>5</td>
<td>19.2</td>
<td>19.2</td>
</tr>
<tr>
<td>None</td>
<td>Ask my classmate</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>None</td>
<td>Look on the Internet to find answers for what I did not understand</td>
<td>17</td>
<td>65.4</td>
<td>65.4</td>
</tr>
<tr>
<td>None</td>
<td>Ask my teacher, look on the Internet to find answers</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>None</td>
<td>Look on the Internet to find answer, ask one of my family members</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>None</td>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td>Ask my teacher</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td>Ask my classmate</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td>Look on the Internet to find answers for what I did not understand</td>
<td>10</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td>Ask my teacher, look on the Internet to find answers</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 17 shows that the best time for childless teenage female students to study or work in online classes is in morning, afternoon, evening, and at night (53.8 percent). However, 33.3 percent of young mothers study or work in online classes when their children are asleep, and 40.0 percent work or study online when their child or children are asleep as well as when they have free time. This means the majority of young mothers work in their online classes when their children are asleep, so freedom to do this becomes one of important advantages for young mothers in continuing their education online.

**Table 17:**

*Frequency and Percent of the Best Time for Study and Work in Online Classes*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Morning, afternoon</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>15.4</td>
</tr>
<tr>
<td>Morning, afternoon, evening, at night</td>
<td>14</td>
<td>53.8</td>
<td>53.8</td>
<td>69.2</td>
</tr>
<tr>
<td>Afternoon, evening, at night, when I had free time</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>73.1</td>
</tr>
<tr>
<td>Afternoon, evening, when I had free time</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>80.8</td>
</tr>
<tr>
<td>When I had free time</td>
<td>5</td>
<td>19.2</td>
<td>19.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Have one or more child(ren)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At night, when my children fall asleep</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>When my child(ren) fall asleep</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
<td>53.3</td>
</tr>
<tr>
<td>When my children fall asleep, when I had free time</td>
<td>6</td>
<td>40.0</td>
<td>40.0</td>
<td>93.3</td>
</tr>
<tr>
<td>When I had free time</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As is noted in Table 18, 53.8 percent of childless young women responded that they do participate in some extracurricular activities, but all the young mothers who were part of this study reported that they do not participate in any extracurricular activities (100 percent).
Moreover, as can be seen in Table 19, there are 30.8 percent of the childless young women responded that the online learning meets their individual needs because they can attend classes any time. In contrast, none of the young mothers skipped this question and 47.7 percent of them responded that the online classes or school meets their individual needs because they do not move ahead until they have learned the material.

**Table 19:**

*Frequency and Percent of How Online School Or Classes Meet Students' Individual Needs*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>8</td>
<td>30.8</td>
<td>61.5</td>
<td>61.5</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>7.7</td>
<td>15.4</td>
<td>76.9</td>
</tr>
<tr>
<td>I attended classes any time</td>
<td>3</td>
<td>11.5</td>
<td>23.1</td>
<td>100.0</td>
</tr>
<tr>
<td>I attended classes anywhere</td>
<td>13</td>
<td>50.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>50.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>I do not move ahead until I have learned the material</td>
<td>13</td>
<td>50.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>7</td>
<td>46.7</td>
<td>87.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td>8</td>
<td>53.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
These results for the first sub-research question suggest that the aspects of online learning that meet the personal needs for young women are the following:

- The way the teachers help young women to learn the material, which is by referring them to websites, as well as giving young mothers examples. This is the first aspect of online learning that meets the personal needs of young women.

- Another aspect of online learning that meets the personal needs of the two groups of young women is that they look on the Internet to find answers for what they do not understand.

- The next aspect of online learning that meets the personal needs of students is the time of study or work in online classes. For childless young women, the best times were in morning, afternoon, evening, and at night, while the best times for young mothers to study or work in online classes was when their children were asleep and when they had free time.

- The fourth aspect of online learning that appeals to the personal needs of childless young women was that they could and did participate in some extracurricular activities, but these activities were not appealing for young mothers because all the young mothers who were part of this study did not participate in any extracurricular activities.

- In addition, young women without children believe online school or classes meet their individual needs because they can attend classes any time, while young mothers believe that their individual needs are met in online classes or school because they do not move ahead until they have learned the material.
g. Results for Sub-Research Question 2

2. Do the online learning experiences for young women differ from the online learning experiences for young mothers?

Sub-Research question two addressed the online learning experiences offered for young women with and without children. It was answered through frequency and percentages of the online learning experiences of young mothers and young women without children. The answers of survey questions 7, 9, 13, 14, 15, 16, 17, 24, 26 were analyzed to answer research question two.

According to Table 20, 73.1 percent of young women without children responded that they do not have anyone tutoring them to help them study for online classes or exams. On the other hand, 66.7 percent of young mothers answered that yes, someone tutors them to help them study for their classes or exams. Some participants who responded with “yes” have their family members—such as parents—help them, while others have their friends or a private tutor help them to study for exams in online classes.

Table 20:

*Frequency and Percent of Response About Tutor or Help With Exams or Studying*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>No</td>
<td>19</td>
<td>73.1</td>
<td>73.1</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>7</td>
<td>26.9</td>
<td>26.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child(ren)</td>
<td>No</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>10</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Examination of table 21 shows that 69.2 percent of childless young women answer that there are not any classes that should not be taught online, and 93.3 percent of young mothers answer the question the same way: there aren’t any classes that should not be taught online.

Table 21:

Frequency and Percent of Whether Some Classes Should Be Taught Online or Not

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Valid Yes</td>
<td>8</td>
<td>30.8</td>
<td>30.8</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>18</td>
<td>69.2</td>
<td>69.2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child(ren)</td>
<td>Valid Yes</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td>14</td>
<td>93.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the childless teenage respondents, communication with their friends stayed the same after they began online school; an examination of Table 22 shows the way that technology helps them maintain contact with friends while they are taking online classes. The table shows that 38.5 percent keep in contact with their friends by using Facebook or other social media, as well as text messaging. The same percentage, 38.5 percent, of the respondents keep in contact with their friends by Facebook or other social media, text messaging, and meeting in person, while young mothers keep in contact with their friends only by using Facebook or other social media and text messaging (66.7 percent).
Table 22:

Frequency and Percent Of The Means by Which Respondents Keep Contact With Friends While Taking Online Classes

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Facebook or other social media</td>
<td>10</td>
<td>38.5</td>
<td>38.5</td>
<td>46.2</td>
</tr>
<tr>
<td>Facebook or other social media, text messaging</td>
<td>10</td>
<td>38.5</td>
<td>38.5</td>
<td>84.6</td>
</tr>
<tr>
<td>Facebook or other social media, text messaging, meeting in person when not in class</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>88.5</td>
</tr>
<tr>
<td>Facebook or other social media, meet in person when not in class</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Text messaging</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>I do not have time</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

While you are taking online classes, how are you keeping contact with your friends?

To understand the reason for keeping in contact with other students in online classes, question 15 was asked about the benefits of contact with other students in online classes, the answer for which are shown in Table 23. While 57.7 percent of childless young women responded that the contact with other students in online classes was not useful to them, 73.3 percent of young mothers responded that this contact helped them figure out how to learn the course material.
Table 23

Frequency and Percent of the Benefits of Contact With Other Students in Online Classes

Contact with other students in the online school …

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps me figure out how to</td>
<td>9</td>
<td>34.6</td>
<td>34.6</td>
<td>34.6</td>
</tr>
<tr>
<td>learn the course materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps figure out how to</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>38.5</td>
</tr>
<tr>
<td>learn the course materials,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps make learning fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps me handle issues in</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
<td>42.3</td>
</tr>
<tr>
<td>my life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is not useful to me</td>
<td>15</td>
<td>57.7</td>
<td>57.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child(ren) Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps me figure out how to</td>
<td>11</td>
<td>73.3</td>
<td>73.3</td>
<td>73.3</td>
</tr>
<tr>
<td>learn the course materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps figure out how to</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
<td>93.3</td>
</tr>
<tr>
<td>learn the course materials,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helps make learning fun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is not useful to me</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 24, survey respondents of both groups (young women with and without children) indicated that their meeting with friends after school is not as frequent as in traditional school (53.8 percent and 64.3 percent for young women without children and young mothers, respectively)
Table 24:
Frequency and Percent of Meeting With Friends After School

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td>14</td>
<td>53.8</td>
<td>56.0</td>
<td>56.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than traditional school</td>
<td>11</td>
<td>42.3</td>
<td>44.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>96.2</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have one or more child(ren) Valid</td>
<td>9</td>
<td>60.0</td>
<td>64.3</td>
<td>64.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than traditional school</td>
<td>5</td>
<td>33.3</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>93.3</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After asking about the friendship, the participants were asked about their preferred way to communicate with teachers in online learning. According to Table 25, the preferred way for childless young women to communicate is by e-mail and by text message (34.6 percent), and 53.3 percent of young mothers like to communicate with their teachers by e-mail.
According to Table 26 the majority of young mother respondents indicated that they attended online school full-time (93.3 percent) but young women without children indicated that they do not study in online school full-time (57.7 percent).

Table 26:

Frequency and Percent of Online School Full-Time Attendance
As can be seen in Table 27, both young mothers and young women without children go to online schools because online school has a more flexible schedule (61.5 percent of childless teenagers, 33.3 percent of young mothers).

Table 27:

*Frequency and Percent of Reasons to Enroll in Online High Schools.*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How many children do you have?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>16</td>
<td>61.5</td>
<td>94.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Valid</td>
<td>17</td>
<td>65.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>26</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Have one or more child (ren)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>16</td>
<td>53.3</td>
<td>62.5</td>
<td>87.5</td>
</tr>
<tr>
<td>Valid</td>
<td>8</td>
<td>53.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Valid</strong></td>
<td>24</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Missing System</strong></td>
<td>9</td>
<td>34.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 28, survey respondents from the two groups of young women with and without children indicated that there were individuals who helped them to get started toward online learning (57.7 percent of childless young women, and 60 percent of young mothers, answer “yes”). These responses indicated that this person is one of their parents or a counselor in their schools.
Table 28:

Frequency and Percent of Individual Who Helped Young Women to Get Started Toward Online Learning

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>15</td>
<td>57.7</td>
<td>57.7</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>42.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have one or more child(ren)</th>
<th>Valid</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These results for the second sub-research question suggest that young women with and without children do have the same online experiences in some areas, while they have different online experiences in other areas. Examples are as follows:

- Both groups of young women believe that no classes should not be taught online.
- Both groups (young women with and without children) indicated that their meeting with their friends after school is not as frequent as in traditional school.
- Both young mothers and young women without children go to online schools because online school has a more flexible schedule.

The areas young women with and without children differ in online learning experiences are as follows:

- Childless young women do not have anyone tutoring them to help them study for online classes or exams, while young mothers have someone who is tutoring them to help them study for their classes or exams.
- While childless teenagers’ communication with their friends stayed the same after they began online school, young mothers’ did not.
• Technology helps childless young women keep in contact with friends while they are taking online classes. For example, they contact their friends by using Facebook or other social media, text messaging, and meeting in person when not in class, but young mothers contact their friends only by Facebook or other social media and text messaging.

• Childless young women believe that the contact with other students in online classes was not useful to them; young mothers think this contact helped them figure out how to learn the course material.

• The preferred ways for childless young women to communicate with their teachers are by e-mail and by text message, but young mothers like to communicate with their teachers by e-mail only.

**h. Results for Sub-Research Question 3**

3. How do young women with and without children enrolled in online classes compare their online class experience to traditional schooling?

   Sub-Research question number three was answered by analyzing the frequencies and percentages of the responses to survey questions 11, 12, 20, 22, 23, 25, 27, 28, 29, 30, 31, and 32.

   Many childless teenage female students do participate in some extracurricular activities during the time they are enrolled, and 76.9 percent have about the same friends, as can be seen in Table 29. This percentage is in contrast to the 53.3 percent of young mothers who have fewer friends since they began online school. In addition, 50 percent of the young women without children believe their communication with their friends
stayed the same since they began online school, as shown in Table 30, but 49.7 percent of young mothers indicated that their communication with their friends changed a great deal since beginning online classes.

**Table 29:**

*Frequency and Percent of Friends Since Participators Began Online Classes*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More friends</td>
<td>3</td>
<td>11.5</td>
<td>11.5</td>
<td>11.5</td>
</tr>
<tr>
<td>Fewer friends</td>
<td>3</td>
<td>11.5</td>
<td>11.5</td>
<td>23.1</td>
</tr>
<tr>
<td>About the same</td>
<td>20</td>
<td>76.9</td>
<td>76.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fewer friends</td>
<td>8</td>
<td>53.3</td>
<td>53.3</td>
<td>53.3</td>
</tr>
<tr>
<td>About the same</td>
<td>7</td>
<td>46.7</td>
<td>46.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Table 30:**

*Frequency and Percent of Changes in Communication With Friends Since Participants Began Online Classes*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed a lot</td>
<td>6</td>
<td>23.1</td>
<td>23.1</td>
<td>23.1</td>
</tr>
<tr>
<td>Changed somewhat</td>
<td>7</td>
<td>26.9</td>
<td>26.9</td>
<td>50.0</td>
</tr>
<tr>
<td>Stayed the same</td>
<td>13</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed a lot</td>
<td>7</td>
<td>46.7</td>
<td>46.7</td>
<td>46.7</td>
</tr>
<tr>
<td>Changed somewhat</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
<td>80.0</td>
</tr>
<tr>
<td>Stayed the same</td>
<td>3</td>
<td>20.0</td>
<td>20.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
While young women believe it is important for them to acquire a high school diploma to go to college or find a better job, 69.2 percent of childless young women and 66.7 percent of young mothers did not take or think about taking the GED, as shown in Table 31. Some of the comments about why they did not think about taking the GED state that they think it is difficult, and/or they believe it will take a longer time than getting the diploma online. Others said they did not think about taking the GED because their mothers tried but failed it, so they did not consider taking the GED a good option.

Table 31:

<table>
<thead>
<tr>
<th>Have you thought about taking the GED?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How many children do you have?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>7</td>
<td>26.9</td>
<td>28.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>18</td>
<td>69.2</td>
<td>72.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
<td>96.2</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Missing System</td>
<td>1</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have one or more child Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>5</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>66.7</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to Table 32, the majority of the responders in both of the two groups of young women like school. Of childless teenagers, 73.1 percent like school, and 86.7 percent of young mothers like school.
An examination of Table 33 reveals that a majority of the 26 childless teenagers indicated that they studied in a traditional high school before they studied in an online school (69.2 percent), while all the young mothers who participated in this study were studying in a traditional school before they studied in an online school (100 percent).

Table 33:
Frequency and Percent of Study in Traditional High School Before Attending Online School
According to Table 34, while the majority of childless teenagers did not leave their traditional school, the remainder of them who left did so because they did not do well in school (15.4 percent). On the other hand, the young mothers left traditional school not because they didn’t do well, but because traditional school was not good fit for them and/or they became pregnant or had a baby (53.3 percent).

**Table 34:**

*Frequency and Percent Of Reasons for Leaving Traditional High Schools*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>7</td>
<td>26.9</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Valid</td>
<td>2</td>
<td>7.7</td>
<td>28.6</td>
<td>85.7</td>
</tr>
<tr>
<td>I did not do well in school</td>
<td>4</td>
<td>15.4</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>Traditional school was not</td>
<td>2</td>
<td>7.7</td>
<td>28.6</td>
<td>85.7</td>
</tr>
<tr>
<td>a good fit for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I got or want to get a job</td>
<td>1</td>
<td>3.8</td>
<td>14.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>26.9</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>19</td>
<td>73.1</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have one or more child (ren)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid</td>
<td>4</td>
<td>26.7</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>I was pregnant/had a baby</td>
<td>4</td>
<td>26.7</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>53.3</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing System</td>
<td>7</td>
<td>46.7</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Tables 35 and 36, 65.4 percent of childless young women as well as 80 percent of young mothers see that the difficulty they have in online school is learning everything on their own. On the other hand, more young women without children had difficulty with the fact that they had to go to school at a specific time (46.2 percent),
whereas 73.3 percent of young mothers say that a greater difficulty in traditional schools is that they had to be in school all day.

**Table 35:**
*Frequency and Percent of Difficulties Young Women Experience in Online School*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td>17</td>
<td>65.4</td>
<td>65.4</td>
<td>65.4</td>
</tr>
<tr>
<td>I have to learn everything on my own</td>
<td>4</td>
<td>15.4</td>
<td>15.4</td>
<td>80.8</td>
</tr>
<tr>
<td>I have a lot of assignments to do</td>
<td>5</td>
<td>19.2</td>
<td>19.2</td>
<td>100.0</td>
</tr>
<tr>
<td>It takes a long time to study</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Have Valid one or more child(ren)</td>
<td>12</td>
<td>80.0</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>I have to learn everything on my own</td>
<td>12</td>
<td>80.0</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>I have a lot of assignments to do</td>
<td>2</td>
<td>13.3</td>
<td>13.3</td>
<td>93.3</td>
</tr>
<tr>
<td>It takes a long time to study</td>
<td>1</td>
<td>6.7</td>
<td>6.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Table 36:**
*Frequency and Percent of Difficulties Young Women Experience in Traditional School*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td>12</td>
<td>46.2</td>
<td>46.2</td>
<td>46.2</td>
</tr>
<tr>
<td>I had to go to school at a specific time</td>
<td>8</td>
<td>30.8</td>
<td>30.8</td>
<td>76.9</td>
</tr>
<tr>
<td>I had to be in school all day</td>
<td>2</td>
<td>7.7</td>
<td>7.7</td>
<td>84.6</td>
</tr>
<tr>
<td>There was not enough time between classes</td>
<td>4</td>
<td>15.4</td>
<td>15.4</td>
<td>100.0</td>
</tr>
<tr>
<td>The teachers were not helpful</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Have Valid one or more child(ren)</td>
<td>4</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>I had to go to school at a specific time</td>
<td>4</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>I had to be in school all day</td>
<td>11</td>
<td>73.3</td>
<td>73.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
According to Table 37, the majority of young women with (73.3 percent) and without children (76.9 percent) believe that traditional school was more difficult for them than online school.

**Table 37:**

*Frequency and Percent of Which Type of School Was More Difficult for Young Women*

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>6</td>
<td>23.1</td>
<td>23.1</td>
<td>23.1</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>76.9</td>
<td>76.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have one or more child(ren)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>4</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional school</td>
<td>11</td>
<td>73.3</td>
<td>73.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Comparing grades of teenage females in traditional classes (Table 38) and their grades in online classes (Table 39) revealed that 38.5 percent of childless teenage women had average grades in traditional classes, and 30.8 percent each have low and high grades in traditional classes; but 57.7 percent of them have high grades in online classes. While 60 percent of teenage mothers have low grades in traditional classes, 60 percent of them have high grades in online classes.
Table 38:

Frequency and Percent of Grds of Young Women In Traditional Classes

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td>Low</td>
<td>8</td>
<td>30.8</td>
<td>30.8</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>10</td>
<td>38.5</td>
<td>69.2</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>8</td>
<td>30.8</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child Valid</td>
<td>Low</td>
<td>9</td>
<td>60.0</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>6</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 39:

Frequency and Percent of Grades Of Young Women In Online Classes

<table>
<thead>
<tr>
<th>How many children do you have?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Valid</td>
<td>Low</td>
<td>1</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>10</td>
<td>38.5</td>
<td>42.3</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>15</td>
<td>57.7</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Have one or more child Valid</td>
<td>Average</td>
<td>6</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>9</td>
<td>60.0</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These results for the third sub-research question suggest that, in regard to the friendships of the young women in traditional and online schools, childless young women have about the same number of friends in both types of schools, which is in contrast to young mothers, who have fewer friends since they began online school. Additionally, young women without children believe their communication with their friends has stayed the same since they began online school, but young mothers’ communication with their friends changed a great deal since beginning online classes.
Childless young women and young mothers did not take or think about taking the GED because they think it is difficult, it will take more time than getting the diploma online, or because their mothers tried and failed it.

The difficulty that childless young women and young mothers have in online school is that they have to learn everything on their own. On the other hand, an additional difficulty young women without children face in traditional schools is that they had to go to school at a specific time, whereas young mothers believe that the requirement to be in school all day was a greater difficulty.

Moreover, both groups of young women believe the traditional school was more difficult for them than online school. Comparing grades of teenage females in traditional classes and their grades in online classes showed that childless teenage women have average or low grades in traditional classes, but they have high grades in online classes. While teenage mothers had low grades in traditional classes, they have high grades in online classes.

C. Summary

Chapter four presented the results obtained by analyses of the data gathered by surveying female students in two online high schools in the U.S. Responses from 41 female students were analyzed using simple descriptive statistics that is frequency and percent. Chapter Five presents the summary, findings, conclusions, and implications for practice and further research.
V. Chapter Five

Finding and Conclusion

A. Summary of the Problem

The numbers of young women who do not get their high school diploma because of pregnancy or having a baby has increased in the U.S. Dropping out of high school at a young age, before completing high school, causes a lot of problems in the lives of these young mothers and their children, affecting their futures forever. In addition, the number of people who rely on government aid increases with the increase of young mothers without high school diplomas because these women cannot find jobs or jobs with a decent pay that would be enough for them and their children to live on.

The U.S. state education programs work to assist young mothers who do not have their high school diplomas by offering online courses and different methods and techniques that young women with children can use to get a high school diploma so the rates of young mothers who get high school diplomas can be increased. This could happen by determining how young women experience online learning for the purpose of acquiring a high school diploma when they had children at young age—18 years of age or younger.
B. Purpose of the Study

To determine if online learning can assist young mothers to complete the requirements of a high school diploma, this study focused on young women experiences in online learning environment in the United States.

C. Summary of the Sample

Potential of this study included approximately 1500 female students in two online high schools in the U.S. Specifically, participants included female students who attended online school full-time or part-time (n=41). The sample included African-Americans (n=24), Hispanic Americans (n=11), European American (n=5), and others (n=1). The sample also included young mothers (n=15) and childless teenage females (n=26), as well as married women (n=3) and never married women (n=36).

D. Review of Methodology

This study used quantitative analysis to determine which aspects of online learning meet the personal needs of young women without children and young mothers. The study also sought to determine the similar and different online learning experiences between young women without children and young mothers, as well as to compare their experiences in online school and traditional school. Further, the study sought to determine the relationship between the young women enrolled in online courses and their mothers' level of education, as well as to determine the relationship between the young women enrolled in online courses and their ethnicity. Finally, the study sought to
determine which factors encouraged women who dropped out of traditional high school to continue their education in online learning, the percentage of young women who successfully completed the requirements for a high school diploma in online school, and the impediments for young women in completing online courses. Specifically, analysis of frequency and percentage of the responses were recorded and figured to analyze the data.

Participants from the study included female students in online high schools who attended online schools part- or full-time in the U.S., including young women who have children and women who do not have children.

Data collection. For this study, the data collection began in February, 2012. Female students in online schools were asked to complete a survey regarding their experiences in their online classes and schools. The letter was sent via e-mail to the principals of the schools and contained a link to a web-based survey hosted by Survey Monkey. The principals forwarded this letter to the female students in their schools, as well as the parents of the students if the student was younger than 18 years of age.

Survey Instrument. A survey instrument was developed for the purpose of collecting data from young women who study in online schools. Reviewing the literature helped develop the survey items. The survey instrument consisted of 47 survey questions and included both open-ended and closed-item responses. The survey contained three sections: online learning, school experiences, and demographic information.

E. Research Findings

This section reports the results of the analyses of data as they pertain to the research questions, hypotheses, and the conclusions drawn from these findings.
Descriptive summaries of all the data were presented in Chapter Four, and the findings based on these analyses are to follow.

This study investigates five major research questions and three sub-research questions. The research questions and findings based on the descriptive analysis of the data were as follows:

**a. Research Question 1**

1. What encouraged women who dropped out of high school to continue their education in online learning?

The results regarding what encouraged young women who dropped out of high school to continue their education in online learning showed that the most important reasons to acquire a high school diploma are 1) to go to college, and 2) to find a better job that is full-time and/or has a high pay rate (higher than the minimum wage of $7.40 per hour).

This finding is consistent with previous studies (“When Your Teens,” 2011; “The National Campaign,” 2009), which show that young mothers without a diploma usually have difficulties finding a job that pays well enough to support themselves and their children. Also, teenage mothers without a diploma are often pushed out of the labor market, so they often do not have a job, or their jobs are low-paying.
b. Research Question 2

2. How long do young women who began taking online courses need to complete the requirements for a high school diploma?

The results regarding the length of time that young women who are taking online courses need in order to complete high school diploma requirements showed that 36.6 percent of young women have finished the 10th grade, and 56.1 percent of young women will complete the high school graduation requirements in one or two years.

In the findings for research question two the participants noted that they need one or two years to complete the graduation requirements. This finding is not consistent with a previous study (Berline & Barrat, 2009), which reported that 18 percent of students who enroll in online school after dropping out of a traditional school obtained a high school diploma within four or five years of beginning online classes.

c. Research Question 3

3. What are the impediments for young women in completing online courses?

Regarding the impediments for young women in completing online courses, the results show that the major impediment is that young women have to learn everything on their own.

Some reviews of the literature in Chapter Two are not consistent with the findings for this research question. Singh, Change, and Dika (2007) noted that research regarding the challenges for students in online school has shown that working students can often have difficulty in balancing both school and work. Moreover, Bull and Hogue (1998)
indicated in their study that teenage mothers find it difficult to go to school and take care of their children because they cannot balance their new roles as mother with their continuing roles as students.

In contrast, another finding for research question three is consistent with a previous study. A result of this study shows that one difficulty young women experience in online classes is that they have to learn everything on their own, which agrees with what White and Weight (2000) indicated in the literature review when they noted that online learning is not easy way out because students need to be more self-directed.

d. Research Question 4

4. Is there a relationship between the young women enrolled in online courses and their mothers' level of education?

Findings from the results of the fourth research question suggest that the young women in this study do not have their high school diploma yet as well as the mothers of these young women do not have high level of education. The responses about the level of education a current student’s mother received agreed with a previous study in the review of the literature. Manlove’s (1997) study showed that the level of education of the mother of young mother does influence the way her daughter thinks about education, and it even went as far as to ask why a woman would want to complete her high school requirements if her mother does not value education.
e. Research Question 5

5. Is there a relationship between the young women enrolled in online courses and ethnicity?

Findings from results for fifth research question suggest that highest ethnic percentage in online schools is African-American, and the percentage decreases with Hispanic-Americans.

The previous studies agree with the findings for research question five. For example, Manlove and Trends (1998) pointed out that the percentage of pregnant young women varied by race and ethnicity, and that the percentage is higher among Hispanic teens and African-American teens than among white teens. Furthermore, a study by Raine, Harper, Paukku, and Darney (2002) showed that an African-American female teenager is three times more likely than a white teenager to be pregnant and become a mother at a young age.

f. Sub-Research Question 1

1. What aspects of online learning meet the personal needs of childless young women and young mothers?

Findings from the results for the first sub-research question show that one aspect of online learning that meets the personal needs of young women is the different ways young women’s teachers help them to learn the class material. Moreover, the young women can be self-directed in finding answers when they have difficulties understanding.
The flexibility of studying and working online is another benefit of online learning for young women.

Further, some of the findings for this research question are consistent with a previous study. The results for sub-research question one reveal that online learning meets the personal needs of young mothers and childless young women because this type of school’s flexible schedule fits the lives of its students. This is consistent with a previous study (Gates Foundation, 2006), which reported that most students leave traditional school because it is not a good fit for their life needs and situations, such as pregnancy, needing to take care of their families, or having or wanting to have a job. Those students need a school with a flexible schedule in order for them to be able to attend. Another agreement between the results of research question 1 and previous studies is that literature reviews, such as Michael and Alexandra (2005), noted that the biggest advantage of online schooling is the ability to access the class anytime and anywhere. Young mothers and childless young women answer that the best time to work or study online is when they have free time, and young mothers also say they can study when their children are asleep. Moreover, young mothers do not participate in extracurricular activities while taking online courses, which is consistent with Mohammad’s statement in the literature reviews that students in online learning do not participate in activities.

g. Sub-Research Question 2

2. Do online learning experiences for childless young women differ from online learning experiences for young mothers?
Findings from the results of the second sub-research question show that young women with and without children have the same online experiences in some areas, while they have different online experiences in other areas. For example, both groups agree that there are no classes that should not be taught online, their meetings with their friends are not as frequent as in traditional school, and they attend online school because it has a more flexible schedule. On the other hand, young women with and without children differ in that childless young women do not have anyone tutoring them to help them study for online classes or exams, whereas young mothers have someone who tutors them to help them study for their classes or exams. Furthermore, while childless teenagers’ communication with their friends stayed the same after they began online school—communicating with their friends by using Facebook, other social media, text messaging, and meeting in person when necessary, young mothers’ communication with their friends did not stay the same after they began online school. They stay in contact with their friends only by using Facebook or other social media, or text messaging. Childless young women believe that the contact with other students in online classes was not useful to them; young mothers think this contact helped them figure out how to learn the course material. Finally, the preferred ways for childless young women to communicate with their teachers are by e-mail and by text message, but young mothers like to communicate with their teachers by e-mail only.

Some of the findings for sub-research question two support recent literature by revealing that a disadvantage of online learning is the fact that parents, or anyone, can complete coursework instead of the enrolled students, even taking an exam in a student’s place. Another agreement between this study and previous ones is that online learning
can include poor communication, given that there is no face-to-face contact, and it has a lack of interaction with people (The A-B-C of E-learning, 2007). Young women, especially young mothers, indicate that someone tutors them, helping them to do class work and exams. Also, they state that their communication with friends and other students in online classes is not the same as their communication with peers in traditional schools. Even though they communicate with their teachers or other students in online classes, they do it by e-mail or by Facebook, not face to face. More findings are consistent with a previous study: one of online learning’s advantages is that teachers can adapt materials to meet the needs of each student in such a way that is most beneficial to them. Another study also explains that the pedagogical value of online school design lies in helping learners discover and explore content for themselves through flexible methods (Martinidale, Cates, & Qian, 2005).

In contrast, other findings are not consistent with previous studies. For example, both groups—students who do have and those who do not have children—believe there are no classes that should not be taught online, whereas Chandras, deLambo and Eddy (2010) indicated that one of the barriers for students in online classes is that some classes should be taught face-to-face, for which they offered math class as an example.

h. Sub-Research Question 3

3. How do childless young women and young mothers enrolled in online classes compare their online class experience to traditional school?

Findings from results for the third sub-research question about students’ relationships with friends suggest that childless young women have about the same
number of friends in both types of schools, in contrast with young mothers, who have fewer friends since they began online school. Childless young women and young mothers did not take or think about taking the GED because they think it is difficult, it will take a longer time than getting the diploma online, or because their mothers tried but failed it, so they would not think about taking the GED.

Furthermore, learning everything on their own was the difficulty childless young women and young mothers have in online school, but in traditional school, the difficulties young women without children have is that they had to go to school at a specific time, and had to be in school all day. Additionally, the two groups of young women with and without children believe the traditional school was more difficult for them than online school, so their grades went from low or average in traditional classes to high in online classes.

Some of the results for sub-research question three are consistent with a previous study (Gates Foundation, 2006), which reported that most students leave traditional school because this type of school is not good fit for their life needs and situations, such as pregnancy, needing to take care of their families, or having or wanting to have a job. These types of students need a school with a flexible schedule in order for them to be able to attend.

Other findings for sub-research question three agree with another previous study, which indicated that teenage mothers are more likely to drop out of high school than teenagers who do not have children (March, 2010). The findings show that the majority of young mothers drop out of traditional high school before they go to online school, while the percentages go down with childless young women.
Furthermore, other findings for sub-research question three are consistent with a previous study in that one difficulty young women experience in online classes is that they have to learn everything on their own. This testing result agrees with what White and Weight (2000) indicated in the literature review, where they noted that online learning is not an easy way out because, to be successful, students need to be more self-directed. Also, having to be in school all day is another difficulty that young women stated they had in traditional schools, and this research finding in the survey agrees with Gates Foundation’s (2006) study in the literature reviews.

Other findings are consistent with some studies in the literature review in Chapter Two. One is that Archambault (2010) pointed out that some students in online schools who were not successful in traditional high schools are now successful and on-track for graduation in online school. Moreover, the Missouri Virtual Instruction Program explained that greater percentages of their students got higher grades in the exams than did their peers in traditional schools. Additionally, Oregon Connections Academy and Florida Virtual Academy’s students met or exceeded state achievement averages and did better than other students in the same grade level in traditional school (Federal Communications Commission, 2010).

In contrast, some findings are not consistent with previous studies. One difference between these studies is that, in the present survey, young mothers and childless young women indicated that they do not think about taking the GED because they believe it will take a longer time to get their diploma than going to online school, while Morse (2007) reported that students consider the General Educational Development (GED) as a first choice to complete high school requirements.
F. Additional Findings

Some findings in the RQs that were reported but not mentioned in the actual research questions themselves were in regard to young mothers’ difficulties balancing between school and their families or their jobs. Furthermore, more findings were in regard to a young mother’s age when she had her first child, her age now, and her marital status.

In Figures 5-1 and 5-2, the survey respondents were asked if young mothers have difficulty balancing doing their job and attending school, and balancing between family and attending school. In both questions, young mothers responded that no, they do not have difficulties balancing between attending school and doing their job or taking care of their family (100 percent).

Figure 8: Difficulty Balancing between doing job and attending school

<table>
<thead>
<tr>
<th>Do you have difficulty balancing doing your job and attending school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>0%</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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Some reviews of the literature in Chapter Two and the findings for these two survey questions were not consistent. Singh, Change, and Dika (2007) noted that research on the challenges or barriers for students in online school has shown that working students can often have difficulty in balancing both school and work. Moreover, Bull and Hogue (1998) indicated in their study that teenage mothers find it difficult to go to school and take care of their children because they cannot balance their new roles as mothers with continuing roles as students.

Figure 5-3 shows that the highest percentage of young mothers had their first child at age 12 (33 percent).

Figure 5-3: Age when had first child
In addition, as noted in Chapter Four, 80 percent of young mothers never married, which is in consent with previous studies: Maynard’s study (1996) indicated that young women who have children at young age are more likely to have lower educational and occupational attainment, remain single parents, and suffer poverty.

**G. Conclusion of the Findings**

The findings in this study show that online learning might help young women with and without children to complete high school requirements to earn a diploma because certain aspects of online learning meet the personal needs for each group, sometimes in the same way, and sometimes in different ways for each group. For example, the aspect of online learning that meets the personal needs of both groups of young women in different ways is in how the teachers help the students learn the material. Teachers referred childless young women to websites, but teachers helped young mothers by referring them to websites and giving them examples. In addition, the best time for the childless teenage female students to study or work in online classes could be anytime during the day or at night, while young mothers study or work in online classes when their children are asleep or when they have free time. According to Michael and Alexandra (2005), one of the advantages of online learning is that teachers can adapt materials to meet the needs of each student in the way that is most beneficial to them. According to Lewis (2005), online learning enables student-centered teaching approaches, supporting individualization. This method acknowledges that every student learns differently, such as visually or by “doing” an activity. These two advantages could
have an impact on the absorption of the competencies required to graduate from high school.

On the other hand, young mothers and childless young women have similar traditional school experiences because members from both groups leave their traditional school and go to online schools because they need schools with a more flexible schedule. For example, young mothers leave traditional school not only because traditional school was not a good fit for them, but also they became pregnant or had a baby. Furthermore, the teenagers’ grades in traditional classes were lower than their grades in online classes. For example, they had low or average grades in traditional classes, but have high grades in online classes. One reason for getting high grades in online classes is that young women in online learning have to learn everything on their own. This is also an impediment for young women in completing online courses, but as they are forced to become self-directed, grades improve. When students in online learning learn by themselves, it helps them to succeed in their classes. As Mertz (2003) described, an online environment learning takes on a deeper approach. This “deeper approach” will possibly be promoted in online learning when students learn material by themselves, which will assist students in preparing more successfully for classes.

Other findings show there is the relationship between the students’ mothers’ level of education, the students’ ethnicity, and the reasons that young women go to online learning. Because young women’s mothers do not get their high school diplomas, young women do not look at the diploma as an important goal to reach. Why would they want to complete high school if their mothers do not value education or getting their own diplomas? As shown in the literature review in Chapter Two, Manlove (1997) explained
that young mothers often neglect the importance of their children’s schooling, which contributes to a daughter’s greater likelihood of teenage childbearing and non-completion of their high school requirements at an early age.

In addition, as shown in the result for this study, the percentage of African-American students in online learning is higher than the percentage of Hispanic students. This high rate of African Americans in online school may be because, in an African-American teenager’s life, pregnancy at an early age is not necessary negative (Hogan, & Kitagawa, 1985; Furstenberg, 1991). Moreover, Furstenberg (1991) explained that, while the typical middle-class white teenagers perceive that teenage pregnancy will move them to a more disadvantaged socioeconomic class, many African-American teenagers already perceive their life as disadvantaged with no hope for a positive dramatic change in socioeconomic class, so they perceive that becoming a teenage mothers would not create any more disadvantage for them. Furthermore, comparisons among African-Americans, Whites, and Hispanics who give birth as teenagers show that African-American teen mothers are more likely to complete high school than are Hispanic and whites, and Hispanic teen mothers are more likely to complete high school than whites (Ahn, 1994).

Although some mothers in this study had their first child at a young age (12 years) and never married, they go to online classes and can complete their high school diploma requirements in one or two years, which helps them to go to college and/or find a job. Furthermore, those young mothers do not find it difficult to balance their jobs and attending school or balancing between families and attending school. Young mothers can balance between their different responsibilities because of the flexible schedule in online learning. Thus, online learning can help reduce high school dropout rates, enable more
students to graduate on time, and provide new opportunities for young women who become pregnant, have children, or experience other life challenges (Flores, 2009). Moreover, the pedagogical value of online school design lies in helping learners discover and explore content for themselves through interactive, flexible, differentiated, and motivating activities (Martinidale, Cates, Qian, 2005).

In the end, the findings of this study about young women’s experiences in online learning shows that online learning better helps young mothers to get their high school diploma than traditional schools do. In online learning, young mothers can take care of their children, go to their jobs, and attend school at the same times because of online learning’s flexibility class attendance. Also, the teachers in online learning can help each student meet their individual needs by providing them with different activities and different methods to help students to understand the course materials. Moreover, in online learning young mothers can have high grades because they have space for self-directed learning, which encourages them to think and depend on themselves as they work. Online learning helps young mothers to be more dependent on their thinking, and it allows them to choose the best time for them to study and work in their classes.

H. Implications for Young Mothers With No High School Diploma and Practical Recommendations

Two groups in the U.S. are affected directly by the high rates of young mothers without high school diplomas. The groups directly affected are 1) the women and their children who are not able to care for themselves due to little or no income, and 2) the
U.S. government that must support these no income or low-income women and their children.

Analysis of the literature and the research findings indicate that online learning is a more appropriate method of learning for helping young mothers obtain their high school diploma. Some believe online learning is directly addressing the needs of dropout students. Online schools also seek ways to reach out to struggling students, such as young mothers or pregnant teenagers to help ensure their success (Rose & Blomeyer, 2007). In addition, as shown in the results of this study, differences were found about which aspects of online learning meet the personal needs of young mothers and young women without children. For example, teenage mothers indicated that the online learning meets their individual needs because they do not move ahead until they understand the material, which is often not the case in traditional classes, and because the teachers can provide informative websites and more examples for any students who have difficulties understanding the material. Also, online learning has a flexible schedule that allows teenage mothers to work when they have free time, such when their children are asleep. Moreover, the study shows that the majority of these young women are going to complete their high school requirements in one or two years, and what encouraged young women who dropped out of high school to continue their education in online learning was the opportunity to go to a college or find a job, or a better job.

This study’s implications are geared toward those who influence policy in the area of online learning in both the U.S. It is imperative that aspiring school administrators are provided with the necessary learning experiences to develop knowledge in online learning, specifically with regard to courses that allow young mothers the opportunity to
obtain a high school diploma. In order to make online learning more effective, the U.S. need to

1. Create positive learning experiences on key topics, so that parents and students can develop positive beliefs and attitudes toward online learning, by encouraging such initiatives as creating a program for students who are at risk (like those who drop out, such as young mothers), explaining to them the benefits of pursuing online learning.

2. Offer training programs for teachers that address specific knowledge and skills related to online learning before they start teaching online, so that they know how to work in an online environment and how to deal with problems they may face.

3. Offer study groups online or in person to help students communicate better in online learning.

4. Expand the guidelines for online learning to include criteria that specifically address the need for young mothers to build special educational knowledge of the online service, so that all young mothers can be successful in online school.

5. Implement, as a credential requirement for successful completion of online classes and online exams, the scheduling of the exams during the time and day that fits the student’s needs, and in a school building in order to make sure that each student does his or her exam without outside help.

6. Use educational theories in designing online courses, to know how to motivate students toward online learning.

The study provides some description of young mothers’ experiences and views in regard to online learning and raises questions for future study. It can provide an initial step toward improving the preparation of online learning.
I. Limitations

The results of this research must be viewed in light of specific limitations. Analyzing these limitations provides context that may facilitate a more complete understanding of the results of this study, as well as a guide for future research. Five specific limitations are presented below.

One limitation was the sample selection used in this study. The sample consisted of young women in two online schools in the U.S. Using data collected from only two online schools in a specific geographical location can limit the accurate generalization applicability of the results to other online schools or online learning programs.

A second limitation of this study was the sample size of the whole group as well as specific sub-groups of young women. For the groups—ethnicity (Hispanics n=5, and African-Americans n=11), employment status (not working and looking for work n=17, and working n=13) and young mothers (n=15)—the sample size served as an additional limitation as predictors of young women who are obtaining a high school diploma.

A third limitation of the study was the difficulty in distinguishing between young mothers who have tutoring or someone helping them in online classes and those who do all the work by themselves. If more survey questions are asked about the reason women have someone helping, as well as how they help them, the data collected could reveal if the tutoring affects or has no effect on the way a young mother obtains her high school diploma. With data from these questions, the impact of online learning on young mothers acquiring a high school diploma could be more accurately measured and assessed.
A fourth limitation of this study was the way the survey was distributed. It was sent by e-mail through the schools’ principals to the students’ parents, so it is possible that the parents did not forward the e-mails with the survey link for their children to answer, instead completing it themselves, which would limit the validity of this study.

A fifth limitation of the study was the sample size—41 young women—because Fraenkel and Wallen (2009) indicate that the sample size or the number of subjects needed for a descriptive study is a minimum of 100 participants to help to generalize the result for a large population so in this study no generalization for larger population.

J. Recommendations for Future Research

The results, implications for action, and limitations of the current study provide a solid foundation for suggesting recommendations for future research. The following recommendations are suitable for online learning:

First, future research should attempt to include additional variables from young mothers and childless young women that would allow for a more comprehensive evaluation of the benefits of participating in online learning, particularly as these benefits relate to young mothers and specific online learning goals. Since the design of an online course is important in meeting individual needs, future studies should consider measurements that address the design of different online classes (either individually or in groups) in order to provide a more comprehensive evaluation of online learning.

Second, future evaluation studies of the online learning system might also feature qualitative methods, such as interviews of students’ parents, teachers of online courses, and students, in order to capture their perceptions of the benefits of online learning.
Perceptions of online schools’ impact could serve as a valuable evaluation tool for the online learning program and provide quality-control feedback otherwise not measured when collecting quantitative data.

Third, the number of variables and different types of variables that motivate young mothers to participate in online school could provide a future research target. If these motivational factors are considered in future research about online learning, they could then be compared to the online schools’ goals to determine whether the goals support young mothers by successfully motivating them.

A fourth recommendation is to identify the credentials and instructional qualifications of teachers of online classes. After identifying these credentials and qualifications, evaluations of online classes’ quality can include assessments of teachers’ quality and training, as well as instructional fidelity. By measuring teachers’ training, qualifications, and educational backgrounds, future researchers can better evaluate the impact that teachers have on the fidelity of instruction provided to students in online learning.

A fifth recommendation for future studies of online learning is to explore internal measurements of online classes. For example, an individual online school could track pre-test and post-test measurements of student learning. Evaluating specific impacts of online learning through pre-intervention and post-intervention assessments could provide a better understanding of the differences between the instructional impact of the regular school day on student learning and the instructional impact of online school programs on student learning.
For online schools seeking to measure their long-term impact on young mothers, future evaluations should consider measurement tools that account for longitudinal data collection. Evaluation of the long-term effects of participation in online learning using longitudinal methods can help future online schools to plan for long-range goals that positively influence young mothers in a variety of areas that extend beyond academic performance.

In addition, researchers concerned about improving the online learning in general, or online learning specifically for young mothers, may find the results of this study and the study’s relevance to further research of interest. The questions below have been raised by this study.

1. When does online learning produce the greatest productivity gains for young mothers or students?

2. Is online learning effective for the students from both genders (male, as well as female)?

3. What type of training do teachers need, or in which areas do teachers need to be trained, before they teach online classes or in online schools?

4. Which is more effective for young mothers: online learning or blended learning?

5. What skills do students need to succeed in online learning?

6. What amount of time does it take to complete an online high school diploma for young mothers?

In conclusion, research regarding the inclusion of online learning topics within educational programs for young mothers should continue. This study adds some
descriptive data to the body of literature regarding current online learning for young
women in online high schools by addressing the need for changes in the online learning
system that will increase the rate of young mothers who can work to obtain a high school
diploma. This study also provides some insights into the need for additional and
improved preparation for young mothers in online learning. It is the hope of this
investigator that this study will contribute information, provide insight, influence change,
and stimulate future research to explore related questions.

K. Conclusion

The occurrence of teenage pregnancy and motherhood in the U.S. has continued
to rise in the last few years, becoming a main concern for the U.S. government and the
education department because of the increasingly high dropout rate in high school (Marc,
2010). As a result, many young mothers have no diploma and therefore cannot find any
job or a job that pays enough to support a young family (Card & Wise, 1978). For this
reason, there is need to find a way to help this category of women get their diplomas. One
way is online learning, which is increasingly becoming one of the best choices for young
mothers. Accountability for the impact of online learning has risen dramatically, and
parents and educators wonder about the education role that online schools and classes
play.

The purpose of this study was to determine whether online learning could be a
choice for young mothers to complete high school requirements to obtain a diploma.
Additionally, this study was intended to identify the differences that might exist between
young mothers and young women without children in regard to the aspects of online
learning that meet their personal needs, as well as if differences exist the in online learning experiences of young mothers and childless young women. Furthermore, this study intended to identify the differences between online learning experiences and traditional school experiences for childless young women and young mothers, and if there is a relationship between the young women enrolled in online courses and their mothers' level of education, and between the women and their ethnicity. Moreover, this study tried to investigate the factors that encouraged these young women to continue their education in online learning and the other factors that contributed to their success in getting a high school diploma, as well as what percentage of young women who began taking online courses completed the requirements for a high school diploma. Finally, this study investigated the impediments for young women in completing online courses.

The results of the study indicated that there are some differences as well as some similarities among which aspects of online learning meet the personal needs of young mothers and young women without children. Moreover, other results of the study show that there are some differences in the online learning experiences of young mothers and of childless young women, and there are some differences in the online learning experience and traditional school experience of childless young women and of young mothers.

Results of the study show that the highest percentage of young women who were enrolled in an online learning course in this study were African-American, and the majority of their mothers’ education was lower than high school and college level.

Moreover, the results showed that the most important reasons that encouraged young women who dropped out of high school to continue their education in online
learning are 1) to go to college, and 2) to find a job; 56.1 percent of young women will complete high school graduation requirements in one or two years. On the other hand, the results regarding the impediments for young women in completing online courses showed that the major impediment is that young women have to learn everything on their own.

Finally, findings of this study about young women’s experiences in online learning shows that online learning can be a good choice for young mothers who drop out of traditional schools but still want to get their high school diploma because, in online learning, young mothers can take care of their children, go to their job, and attend schools at the same times, and the teachers can help each student, meeting their individual needs by providing them with different activities and different methods to help students to understand the course material.

The results of this study suggest that opportunities exist for future research on online schools in general as a positive choice for young mothers who want to obtain their high school diploma. Direction for future research includes addressing variables beyond online learning, such as the impact that online school may have on its students. More specifically, future research could be conducted in the following areas: parental and student motivation, online learning with various design models, techniques for training teachers to teach online classes, online courses with alternate methods for measuring academic impact, and longitudinal research on the impact of online learning.

The results of this study conclude that online learning has academic impact on young mothers in obtaining their high school diploma. However, these results should in no way suggest that online learning is not having a positive impact in other ways on the
young mothers’ futures, as well as the futures of their children. On the contrary, based on
the participants in this study who responded to the survey questions—young women who
currently attend online schools or classes—this researcher is confident that online
learning plays a key role in providing opportunities for young mothers to obtain a high
school diploma, even after dropping out of a traditional school. The pursuit of improving
all of online school’s services should not be under-valued based on the results of this
study, which focuses on only one core component of online schools—young mothers
being able to get a high school diploma. The benefits of online learning for the many
students who will be served, in many ways, can likely never be fully measured.
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Appendices

Appendix A

Online High Schools in the United States of America

Alaska Free Online High Schools:
- Delta Cyber School
- SOAR Alaska
- North Slope Borough School District

Arizona Free Online High Schools:
- Agave Distance Learning
- Arizona Virtual Academy
- Arizona Connections Academy
- Havasu Online
- Hope High School Online
- Humanities and Sciences Academy
- IQ Academy Arizona
- Phoenix Union Cyber School
- Pinnacle Virtual High School
- Primavera Online High School
- Sequoia Choice High School

Arkansas Free Online High Schools:
- Arkansas Virtual High School

California Free Online High Schools:
- California Virtual Academies
- Capistrano Connections Academy
- Capistrano Valley Christian Schools Online
- Central California Connections Academy
- Choice 2000 Online High School
- Clovis Online School
- Dunlap Leadership Academy
- Delta Pacific Online School
- iHigh Virtual Academy
- Insight School of California - Los Angeles
- Insight School of California - North Bay
- IQ Academy - Los Angeles
- Kaplan Academy of California
- Riverside Virtual School
- University of California College Prep

Colorado Free Online High Schools:
- 21st Century Virtual Academy
- Academy Online High School
Branson School Online
Colorado Connections Academy
Colorado Virtual Academy
Crowley County Online Academy
Denver Public School Online
eDCSD
Insight School of Colorado
Kaplan Academy of Colorado
Karval Online Education
Monte Vista Online Academy

Florida Free Online High Schools:
Florida Virtual School

Georgia Free Online High Schools:
Georgia Virtual School

Hawaii Free Online High Schools:
Myron B. Thompson Academy

Idaho Free Online High Schools:
Idaho Digital Learning Academy
Idaho Distance Education Academy
Idaho Virtual Academy
Inspire: Idaho Connections Academy
Kaplan Academy of Idaho
iSucceed Virtual High School
Richard McKenna Charter High School

Illinois Free Online High Schools:
Chicago Virtual Charter School
Hadley School for the Blind

Indiana Free Online High Schools:
Hoosier Academy- Indianapolis

Iowa Free Online High Schools:
Iowa Learning Online
Iowa Online AP Academy

Kansas Free Online High Schools:
Basehor-Linwood Virtual School
Elkhart Cyber School
Insight School of Kansas
iQ Academy Kansas
Kaplan Academy of Kansas
Lawrence Virtual School
Smoky Valley Virtual Charter School
Turner Virtual Learning Center

Kentucky Free Online High Schools:
Kentucky Virtual High School

Maine Free Online High Schools:
Maine Distance Learning Project
Maryland Free Online High Schools:
   Baltimore County Virtual Instruction Program

Michigan Free Online High Schools:
   Central Michigan Online School
   Michigan Virtual High School
   Virtual Learning Academy of St. Clair County
   Westwood Cyber High School

Minnesota Free Online High Schools:
   BlueSky Online Charter School
   Insight School of Minnesota
   iQ Academy Minnesota
   Minnesota Center of Online Learning
   Minnesota Online High School
   Minnesota Virtual Academy
   Minnesota Virtual High School
   MTS Minnesota Connections Academy
   Wolf Creek Online High School

Mississippi Free Online High Schools:
   Mississippi Virtual Public School
   NorthStar Academy
   SLPS Virtual School

Missouri Free Online High Schools:
   Missouri Virtual Instruction Program
   Missouri Virtual School

Nevada Free Online High Schools:
   Insight School of Nevada
   iQ Academy Nevada
   Nevada Connections Academy
   Odyssey Charter High School
   Washoe Online Learning for the Future

New Hampshire Free Online High Schools:
   Virtual Learning Academy Charter School

North Carolina Free Online High Schools:
   North Carolina Virtual Public School

Ohio Free Online High Schools:
   Electronic Classroom of Tomorrow
   Ohio Connections Academy
   Ohio Distance & Electronic Learning Academy
   Ohio Virtual Academy
   TRECA Digital Academy
   Virtual Community School of Ohio
   Warren County Virtual Community School

Oklahoma Free Online High Schools:
   ASTEC Charter High School Online
   Oklahoma Virtual High School

Oregon Free Online High Schools:
Clackamas Web Academy  
**Cyber Oregon Online, COOL School**  
Insight School of Oregon  
Kaplan Academy of Oregon  
Oregon Connections Academy  
SK Online

**Pennsylvania** Free Online High Schools:  
Achievement House Charter School  
21st Century Cyber Charter School  
Agora Cyber Charter School  
Commonwealth Connections Academy  
PA Learners Online  
Pennsylvania Cyber Charter School  
Pennsylvania Virtual Charter School  
SusQ - Cyber Charter

**South Carolina** Free Online High Schools:  
Insight School of South Carolina  
Provost Academy South Carolina  
South Carolina Connections Academy  
South Carolina Virtual Charter School

**South Dakota** Free Online High Schools:  
**South Dakota Virtual School**

**Texas** Free Online High Schools:  
Texas Virtual School

**Utah** Free Online High Schools:  
Utah Electronic High School  
Utah Virtual Academy

**Washington** Free Online High Schools:  
iConnect Academy - Olympia  
Insight School of Washington  
Internet Academy  
iQ Academy Washington  
Kaplan Academy of Washington  
Kent Virtual High School  
Marysville Move Up Program  
Okanogan Regional Learning Academy  
Onalaska Virtual School  
Twin Cities Virtual Academy  
Washington Virtual Academies  
Yakima Online

**West Virginia** Free Online High Schools:  
West Virginia Virtual School

**Wisconsin** Free Online High Schools:  
Face2Face Charter High School  
Honors High Online of Wisconsin  
JEDI Virtual High School  
Insight School of Wisconsin  
iQ Academy Wisconsin
Monroe Virtual High School
JEDI Virtual High School
Wisconsin Virtual Academy

Wyoming Free Online High Schools:
Jackson Hole Connections Academy
Wyoming e-Academy of Virtual Education
Wyoming Virtual Academy
Appendix B

Email to Principal

Dear (Management Director or Principal),

Online learning has increasingly become a means to obtaining a high school diploma in the United States. Each year, more online learning environments and schools are established. In what way is the online environment different from traditional schools, allowing it to warrant such large numbers of students? Discovering the reasons female students choose to enroll in online courses and the extent to which these women experience the online environment, in comparison to their experiences in traditional schools, is the reason for this email.

You are requested to email the two attachments to the parents of female students who are currently taking classes or have taken an online class in the past three years with your online program. Parents are asked to give permission to have their child participate in an online survey through Survey Monkey at the following link: https://www.surveymonkey.com/s/PerceptionsOfWomenCompletingHighSchoolInAnOnlineLearningEnvironment.

The first attachment is addressed to parents for you to copy and paste into your email to them. The second attachment is the consent form for parents to read. Please attach this to the email, as well.

The introduction to the survey briefly explains the purpose of the survey and provides a check box to indicate that the person willingly chooses to participate in the survey. The participant’s name is not linked to the survey in any way and, thus, offers complete anonymity.

If you have any questions or concerns, please contact Dr. Nancy Staub, advisor to the doctoral student responsible for the design of this survey at the University of Toledo, by email: nancy.staub@utoledo.edu or by phone: 419-530-2145.

Thank you for your assistance.

Sharifah Alaitobi, Doctoral Student at the University of Toledo
Appendix C

Email from Principal

Dear Parents,

Online learning has increasingly become a means to obtaining a high school diploma in the United States. Each year, more online learning environments and schools are established. In what way is the online environment different from traditional schools, allowing it to warrant such large numbers of students? Discovering the reasons female students choose to enroll in online courses and the extent to which these women experience the online environment, in comparison to their experiences in traditional schools, is the reason for this email.

You are being asked to give permission for your child to participate in an online survey. The purpose of the survey is to learn why young women choose to attend an online school versus a traditional school, and to understand their perceptions of this online experience. A detailed explanation of the study and the minimal risks associated with participation in the study is attached to this email. If you agree to your child’s participation in the survey, please forward the following survey link to your child: https://www.surveymonkey.com/s/PerceptionsOfWomenCompletingHighSchoolInAnonlineLearningEnvironment

The introduction to the survey briefly explains the purpose of the survey and provides a check box for your daughter to indicate that she willingly chooses to participate in the survey. The participant’s name is not linked to the survey in any way and, thus, offers complete anonymity.

If you have any questions or concerns, please feel free to contact me or the university advisor, Dr. Nancy Staub, by email: nancy.staub@utoledo.edu or by phone: 419-530-2145.

Thank you,

Principal’s Name
Appendix D

Survey Instrument

Introduction to Survey
Online learning has increasingly become a means to obtaining a high school diploma in the United States. Each year more online learning environments and schools are established. In order to better understand how online learning affects female students, this survey was developed. Each question is voluntary. You may choose to skip a question or stop taking the survey at anytime. This online tool does not record your name in any way; thus, confidentiality of your answers is maintained.

Please indicate below if you agree to participate in the survey.

_____ Yes, I wish to participate. Please proceed to the first item.

_____ No, I do not wish to participate. Stop here and exit out of Survey Monkey.

Survey Questions

Online Learning

Q1. How did you learn about online learning?
   a. Your old school (traditional school)
   b. Family
   c. Friend on the Internet (specify, please) -------
   d. Other (specify, please) -------

Q2. Before you enrolled in online school, did your home have Internet access?
   a. Yes
   b. No

Q3. At what age did you enroll in online school?
   __________

Q4. How long have you been taking online classes?
   a. Less than one year
   b. One year
   c. 2-3 years
   d. 4-5 years
   e. More than 5 years
Q5. How does your teacher help you learn the material in their online learning community? (check all the statements that all apply to you)
   a. Gave me examples
   b. Referred me to websites
   c. Repeated explanations
   d. Gave me more assignments
   e. Other (explain, please) __________

Q6. What do you do if you have difficulty understanding a concept or are confused about some points in your online classes? (check all the statements that all apply to you)
   a. Ask my teacher
   b. Ask my classmate
   c. Ask a friend in traditional school
   d. Look on the internet to find answers for what I did not understand
   e. Ask one of my family members
      (Explain, please) __________

Q7. Do you have anyone tutoring you to help you study for your classes or exams?
   a. Yes. Who? __________ (Family member, friend, etc.)
   b. No

Q8. What time of day do you usually study or work online?
   a. Morning
   b. Afternoon
   c. Evening
   d. At night
   e. When my child(ren) fall asleep
   f. When I have free time

Q9. Do you think there are some classes that should not be taught online? Why? Give examples, please.
   a. Yes, example: __________
   b. No, explain: __________

Q10. What types of extracurricular activities do you participate in while taking online courses?
    a. I do not participate in any extracurricular activities
    b. Yes, I do participate in some extracurricular activities, such as __________

Q11. Since I began online school, I have
    a. more friends
    b. fewer friends
    c. about the same number of friends

Q12. Since I began online school, communication with my friends has
    a. changed a lot
b. changed somewhat  
c. stayed the same

Q13. While you are taking online classes, how are you keeping in contact with your friends?  
   a. Facebook or other social media  
   b. Text messaging  
   c. Meeting in person when not in class  
   d. I do not have time

Q14. Since you began taking classes online, you spend more time with friends  
   a. from online classes  
   b. from my previous high school  
   c. from other areas of my life

Q15. Contact with other students in the online school  
   a. helps me figure out how to learn the course materials  
   b. helps me handle issues in my life  
   c. helps make learning fun  
   d. is not useful to me  
   e. other (__________)

Q16. Do you meet with your friends after school?  
   a. Not as much as than traditional school  
   b. Less than traditional school

Q17. What is your preferred way to communicate with your teachers in online learning?  
   a. By e-mail  
   b. By phone or in person  
   c. By chatting online  
   d. By text message

Q19. Is it important for you to finish high school?  
   a. Yes  
   b. No

Q20. If yes, what do you see as the benefits to completing high school? (check all statements that apply to you)  
   a. Personal satisfaction  
   b. Family pressure  
   c. Economic  
   d. To tell my children some day  
   e. To receive specialized post high school training  
   f. To go to a collage  
   g. Get a better job
h. Other (please, specify________)

Q 21. Have you thought about taking the GED?
   a. Yes. Why? __________
   b. No. Why? __________

*If you stopped or dropped out of online school and reenrolled, please answer the follow question. If not, please, skip it.*

Q22. Why did you stop or drop out of online school?
   a. It was difficult  
   b. I could not balance between school and taking care of my children
   c. I have a full time job, so I did not have time to study
   d. I did not like it
   e. It did not fit my way of learning
   f. I did not drop out
   g. Other. Explain, please: __________.

*School Experience*

Q23. Do you like school overall?
   a. Yes
   b. No

Q24. Did you study in traditional high school before you attended online school?
   a. Yes
   b. No

Q25. Do you attend online school full-time?”
   a. Yes
   b. No

*If yes, please answer the follow question, if no, please skip it.*

Why did you leave your traditional high school?
   a. I did not do well in school
   b. I got or wanted to get a job
   c. Traditional school was not a good fit for me
   d. I was pregnant/I had a baby
   e. Other. Explain, please: __________

Q26. Why did you enroll in an online school?
   a. It is easier than traditional school
   b. I have a job
   c. Online school has a more flexible schedule
   d. To take care of my child and go to school at the same time
Q27. Which type of school do you prefer?
   a. Online school
   b. Traditional school
   Explain, please: __________

Q28. What difficulties did you experience in online school?
   a. I have to learn everything on my own
   b. I have a lot of assignments to do
   c. It takes a long time to study
   d. Other. Explain, please: __________

Q29. What difficulties did you experience in traditional school?
   a. I had to go to school at a specific time
   b. I had to be in school all day
   c. There was no time between classes
   d. The teachers were not helpful
   e. Other. Explain, please: __________

Q30. Which type of school was more difficult for you?
   a. Online school
   b. Traditional school

Q31. What were your grades like in traditional classes?
   a. Low
   b. Average
   c. High

Q32. What are your grades like in online classes?
   a. Low
   b. Average
   c. High

Q33. How many years, from when you began online classes, do you need to complete your graduation requirement?
   a. One year
   b. Two years
   c. Three years
   d. More than three years

Q34. How does online school or classes meet your individual needs?
   a. I attend classes any time
   b. I attend classes anywhere
   c. I do not move ahead until I have learned the material
   d. Other. Explain, please: __________
Q35. Employment Status:
   a. Not working and looking for work
   b. Not working but not looking for a job
   c. Working

Q36. Employment Type
   a. Full-time
   b. Part-time
   c. Not Applicable

Q37. What is your hourly rate of pay?
   a. Minimum wage of $ 7.40 per hour
   b. Between $10-$20 an hour
   c. Between $20-$30 an hour
   d. More than $30 an hour

**If you have a job, please answer the following question. If not, please skip it.**

Q38. Do you have any difficulty balancing doing your job and attending school?
   a. Yes
   b. No

Q39. Do you have any difficulty balancing between your family and attending school?
   a. Yes
   b. No

Q40. Was there or is there an individual who helped you get started toward online learning?
   a. Yes. Who? __________
   b. No

**Demographic Information**

Q41. How many children do you have?
   a. None
   b. One child
   c. Two children
   d. Three children
   e. Four or more children

**Answer the following question only if you have one or more children:**

Q42. What was your age when you had your first child?
Q43. What is your age now?

Q44. What is your marital status?
   a. Married
   b. Widowed
   c. Divorced
   d. Separated
   e. Never married

Q45. What is the highest level of school you have completed so far? If currently enrolled, write the previous grade.

Q46. What is the highest level of education your mother received?
   a. Some high school, no diploma
   b. High school graduate
   c. GED
   d. Some college, no degree
   e. College degree
   f. Master’s degree
   g. PhD

Q47. Please specify your ethnicity
   a. African-American
   b. Hispanic American
   c. European American
   d. Asian American
   e. Other (specify, please)
Appendix E

Follow up E-mail

Mar 5, 2012

Dear Participant,

If you have already marked the complete our survey on the SurveyMonkey website prior to receiving this email message, thank you for your effort; you do not need to continue to read the rest of this message.

For those of you who have yet to complete the questionnaire or forgot to complete the survey, this is to let you know that the Internet survey is still in progress.

The survey deadline is Mar 15, 2012.

You can open the survey web browser and go to our survey Web site just by double-clicking on the address below:

https://www.surveymonkey.com/s/PerceptionsOfWomenCompletingHighSchoolInAnonlineLearningEnvironment

If you can't do this from your e-mail reader, first open your web browser and then type or copy then paste the survey address in the "Address" text box (towards the top of your browser screen). You must type this address exactly as it appears here!

Hit enter, and your browser will take you to our survey Web site.

Please be sure that you read all of the instructions and information about this survey carefully before you begin filling out the survey.

If you are experiencing any technical problems contact e-mail: compliance@surveymonkey.com.
If you have any questions about the study please contact Sharifah Alotaibi, (620) 719-0023, 7:30 am - 10:30 pm (EST) or e-mail: Sharifah.Alotaibi@rockets.utoledo.edu

Your cooperation in completing this questionnaire survey is vital to our study.

Sincerely yours,

Sharifah Alotaibi