

INFORMATION TO USERS

This dissertation was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again -- beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

A Xerox Education Company

72-22,433

BARNEY, Anna Sue, 1934-
CHARACTERISTICS AND EDUCATIONAL NEEDS OF
ADULT UNDERGRADUATE STUDENTS AT THE
UNIVERSITY OF OKLAHOMA.

The University of Oklahoma, Ph.D., 1972
Education, higher

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

CHARACTERISTICS AND EDUCATIONAL NEEDS OF
ADULT UNDERGRADUATE STUDENTS AT
THE UNIVERSITY OF OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
ANNA SUE BARNEY
Norman, Oklahoma

1972

CHARACTERISTICS AND EDUCATIONAL NEEDS OF
ADULT UNDERGRADUATE STUDENTS AT
THE UNIVERSITY OF OKLAHOMA

APPROVED BY:

Dorothy T. Mc
Herbert H. Langst
James W. Higgins
Mary Clare Petty

DISSERTATION COMMITTEE

PLEASE NOTE:

Some pages may have

indistinct print.

Filmed as received.

University Microfilms, A Xerox Education Company

ACKNOWLEDGMENTS

The writer expresses sincere appreciation to her Dissertation Committee for their assistance and understanding--the Chairman, Dr. Dorothy A. Truex, Dr. Herbert R. Hengst, Dr. Mary Clare Petty, and Dr. Thomas W. Wiggins. Special acknowledgment is extended to Dr. Truex for her sustained encouragement and confidence which played a large part in the satisfactory completion of this study.

Gratitude is due the students who participated in the study. Their cooperation is deeply appreciated. Thanks is also extended to Molly Ratliff for typing the Dissertation.

Special tribute is paid to Dr. Helen Sornson, Ball State University, who rescued the writer at a crucial time. Dr. Sornson is the most gifted and influential teacher the writer has known for she teaches as she lives life--as a sensitive and caring human being.

A very special thanks is extended to my friends whose trust, faith, and love have sustained and guided me during the past two years.

My profound indebtedness is expressed to my beloved parents whose constant support, encouragement, and faith gave me the strength to carry on at times when I questioned the worth of it all. Their enduring patience, understanding, and love have always been a source of energy for me.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Background and Need for the Study	1
Definition of Terms	3
Statement of the Problem and Purpose of the Study	4
Significance of the Study	6
Organization	7
Scope of the Study	7
II. REVIEW OF THE LITERATURE	8
Responsibilities of Colleges and Universities	8
Adult Students in General	13
III. METHODOLOGY	26
Hypotheses	27
Selection of the Sample	28
Procedures for Collecting Data	29
Treatment of Data	30
IV. FINDINGS OF THE STUDY	31
Tests of the Hypotheses	31
Results of Related Questions	46
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	62
Summary of Findings	62
Conclusions	66
Recommendations	68
BIBLIOGRAPHY	72
APPENDICES	75

LIST OF TABLES

Table	Page
1. A Comparison of the Age of the Adult Male Student and the Age of the Adult Female Student . . .	32
2. A Comparison of the Academic Load Carried by Adult Male and Female Students	33
3. A Comparison of the Number of Adult Male Transfer Students and Adult Female Transfer Students .	34
4. A Comparison of the Marital Status of Adult Male and Female Students	35
5. A Comparison of the Number of Children for Adult Male and Female Students	36
6. A Comparison of the Educational Level of Spouses .	37
7. A Comparison of the Number of Adult Students' Parents Who Attended College	38
8. A Comparison of the Number of Adult Males and Females Working Toward a Degree	39
9. A Comparison of the Number of Adult Males and Adult Females Working Either Full- or Part-Time .	40
10. A Comparison of the Number of Adult Males and Females Who Delayed or Interrupted Their College Education	41
11. A Comparison of the Number of Adult Males and Females Who Had Sought Counseling	42
12. A Comparison of the Number of Adult Males and Females Who Indicated a Need for Counseling . . .	42
13. A Comparison of the Number of Adults Who Plan To Work in the Future	43
14. A Comparison of the Number of Adults Who Changed Careers Since High School	44
15. A Comparison of the Number of Adult Students Who Participated in Campus Activities	45

Table	Page
16. Summary of Tests of the Null Hypotheses	46
17. Reasons for Delay or Interruption in College Education	47
18. Reasons for Going to College Now	48
19. Did You Have Trouble Readjusting to Classwork? . .	49
20. Would It Help to Have an Orientation Program? . .	49
21. Readjustment Problems on Returning to Classwork .	50
22. Hours Preferred for Classes	51
23. Class Level of Adult Students	51
24. How Adult Students Were Financing Education . . .	52
25. Ways in Which Professors' Attitudes Differed Toward Older Students	54
26. Attitudes of Younger Students Toward Older Students	55
27. Problems of Older Students	56
28. A Summary of the Personal Characteristics of Adult Undergraduates	63

CHARACTERISTICS AND EDUCATIONAL NEEDS OF
ADULT UNDERGRADUATE STUDENTS AT
THE UNIVERSITY OF OKLAHOMA

CHAPTER I

INTRODUCTION

Background and Need for the Study

There exists in America today a new and determined revolution in the whole concept of education, a revolution which has been brought on for the most part by the vast and sweeping changes taking place within our society which so quickly render yesterday's knowledge obsolete. The fundamental change in the rate of knowledge accumulation has made it imperative that the concepts and structures of our educational systems be completely rethought and radically restructured.¹

Until recently, the educational system in the United States operated on the assumption that schooling was a formalized activity for the individual and was restricted to the first eighteen to twenty-five years of life. The current

¹Thomas P. Bergin, "Continuing Education in the United States--The Challenge and Responsibility," The Task of Universities in a Changing World, ed. by Stephen D. Kertesz (Notre Dame, Indiana: University of Notre Dame Press, 1971), p. 123.

educational revolution conceives of education as being a process of lifelong learning from early childhood to old age. This revolution has been gradually developing since World War II. Each year more and more adults are enrolling in colleges and universities either for the first time or returning after an interruption in their formal education. The GI Bill and "That chemical agent of cultural transformation, the Pill," are two impressive forces behind the influx of the "older learners" into institutions of higher education.²

Married women beyond the child-sitting years as well as single, widowed, or divorced women constitute a population from which more could be enticed into a college with proper facilities and curricula designed to meet their needs.

The fifty thousand or more veterans released from the armed services each month and career armed forces personnel who have not completed a college degree also constitute a very profitable potential student body for an institution willing to design specialized programs and to grant entrance credit for physical education, military training, and other experiences which are usually required of late adolescents.³

President Sharp of the University of Oklahoma recently briefed the State Regents for Higher Education on the enrollment projections for the next five years by noting that

over one-half of the University of Oklahoma's total enrollment is of students over twenty-five

²Don C. Charles, "The Older Learner," The Educational Forum, XXXV (January, 1971), 227.

³L. Richard Meeth, "Innovative Admission Practices for the Liberal Arts Colleges," The Journal of Higher Education, XLI (October, 1970), 544.

years of age and that about one thousand undergraduates at OU are over twenty-four years of age. 'We are becoming, if I may use the term loosely,' Sharp said, 'a thoroughly adult institution. If we keep going the way we are now, the full-time-equivalent (FTE--meaning students enrolled in twelve credit hours or more) students will be lower.' He explained that 'as the age level moved up' the FTE enrollment becomes lower because 'older students seem to take a smaller study load.'⁴

The University of Oklahoma can expect to receive an increasing number of applications from older persons seeking a college education.

In order to prepare for the anticipated increase in the numbers of these potential learners, concentrated research efforts must be made in two areas: first, the nature of the learner; and, second, the content and methods of presentation of subject matter to the older learner.⁵ The present study is concerned with identifying the characteristics and educational needs of the adult male and female undergraduate, and with delimiting the impending implications for restructuring the University of Oklahoma in both academic and non-academic areas.

Definition of Terms

The following terms have been developed in connection with the present study in particular. Since these terms will

⁴Norman Transcript, December 20, 1971, pp. 1, 4.

⁵Lawrence E. Dennis, "The Other End of Sesame Street," New Teaching, New Learning, ed. by G. Kerry Smith (San Francisco: Jossey-Bass, Inc., 1971), p. 63.

be used extensively in the study, an early clarification is appropriate.

Adult Student: A student, 25 years of age or older, enrolled in an undergraduate program. "Mature" and "older" will be used interchangeably with "adult."

Classification: The academic year in college: Freshman, Sophomore, Junior, Senior, Unclassified Undergraduate.

Counseling: Any formal contact with a counselor or advisor to obtain information or discuss academic, vocational, or personal problems.

Delayed: Enrollment in college did not occur directly upon high school graduation.

Interrupted: College education was begun but a baccalaureate degree was not completed.

Statement of the Problem and Purpose of the Study

The problem of this study was expressed in the following question: What are the characteristics and educational needs of male and female undergraduate students who are 25 years of age or older and enrolled at the University of Oklahoma in the Fall, 1971?

The major elements of the problem to be tested were expressed by the following questions:

1. How do adult male students as a group compare demographically with adult female students as a group: age, marital status, number of children, educational level, academic load, and degree objectives?

2. How do the adult male students compare with the adult female students in regard to planning to work in the future?
3. How does the number of adult male students holding jobs while attending school compare with the number of adult female students holding jobs while attending school?
4. How do male and female adult students compare in the frequency of use and desire for counseling services?
5. How do adult male and female students' career goals compare with those held when they graduated from high school?
6. How does the number of adult male students participating in campus activities compare with the number of adult female students participating in campus activities?

In addition, information was sought concerning the following related questions:

1. What are the reasons given by adult undergraduates for delay or interruption in a college education?
2. Why are the adult students attending college in the Fall, 1971?
3. How do adult students perceive their readjustment to classwork?
4. What hours do adult students prefer to attend class?
5. What are the adult students' perceptions in regard to being accepted by professors and younger classmates?
6. What are the major problems encountered by the adult undergraduate students?
7. What suggestions do the adult undergraduates have that would assist older students in their academic endeavors?

The purpose of this study, then, was to examine the problem by means of a comparative study using a mail questionnaire which identified the characteristics, motivations, and problems of undergraduate adults enrolled at the University of Oklahoma in the Fall, 1971, and, if the data warranted, to suggest ways of improving the educational climate for this expanding student population.

Significance of the Study

The changing status of the University of Oklahoma within the System of Higher Education in the State of Oklahoma has emphasized the urgency of this study. The definition of what a university ought to be and do lies in the character and needs of the students. The significance of the study lies in the fact that too little attention has been devoted to recognizing and understanding the characteristics and needs of adult undergraduate students.

Universities enrolling adult undergraduates have a responsibility to help them make wise vocational choices in line with their goals. To do this, the institutions of higher education need to know who these students are before programs can be initiated. The present study is of significance in this respect to the University of Oklahoma by identifying the adult students who represent 7.9 per cent of the undergraduate population. It was anticipated that the findings of the research would underline the urgency for the development of a

program for adult undergraduates and that action would be taken by the University.

Organization

The study of the adult undergraduate students at the University of Oklahoma is organized into five chapters. In Chapter I the problem of the study, its significance, and the questions under investigation are discussed; the terms employed are defined; and the organization and limitation of the study are indicated. Chapter II summarizes the related literature. In Chapter III the methodology used to answer the questions under investigation is described. In Chapter IV the findings are analyzed and presented in tabular and narrative form. Chapter V contains the summary, conclusions, and recommendations.

Scope of the Study

This study was restricted to those undergraduate students 25 years of age or older enrolled in the University of Oklahoma during the Fall, 1971. The research report is limited to a summary of the selected characteristics and educational needs which seemed of significance in the problem being investigated. Generalizations derived from this study cannot be extended beyond the defined population.

CHAPTER II

REVIEW OF THE LITERATURE

Numerous articles written on adult education have been geared toward the earlier and familiar image of adult education and extension work, such as: a way to provide learning opportunities for people who did not complete formal schooling; an opportunity to give school dropouts the equivalent of a high school diploma; a method for Americanizing immigrants; or a means of providing recreation and use of leisure time for the elderly.

The increasing importance of another type of adult education has been emphasized throughout recent literature. Cited are various programs for the woman who returns to college. However, there seems to be a lack of research reported dealing with the adult male or with the undergraduate student who is beyond the age of the regular members of the student body. The pertinent literature examined for this study has been divided into two parts: the responsibilities of colleges and universities in the education of adults; and the characteristics of adult students in general.

Responsibilities of Colleges and Universities

Pondering the responsibilities and expectations assigned to higher education for retraining and rehumanizing

the mature American, Goldberg states that

. . . From the administrative point of view, what must be achieved in higher education is a radical reorientation expressing itself through commitment--as to policy, program, and, above all, budget and personnel--to this education of the adult American.⁶

Stern discusses two recent reports dealing with ideas and recommendations about adult education. One of the reports is by the Carnegie Commission on Higher Education, Less Time, More Options: Education Beyond the High School and the other report is by the Assembly on University Goals and Governance established in 1969 by the American Academy of Arts and Sciences, A First Report. Both of these reports emphasize the need for universities to find ways to renew themselves, if they are to recapture the faith of their constituencies.

One recommendation of the Carnegie report is that all high school graduates have two years of post-secondary education placed "in the bank" for them to be withdrawn at any suitable time in their lives. The report suggests ways of achieving this goal:

Through no- or low-tuition community colleges; by adding 'educational security' to social security legislation; through furloughs or sabbaticals from the job by agreement between employers and unions; through grants following military service; and by making grants, loans, and work-study opportunities available throughout life.

⁶Maxwell H. Goldberg, "Expectations and Responsibilities of Higher Education for the Mature American," Current Issues in Higher Education 1966, ed. by G. Kerry Smith (Washington, D. C.: Association for Higher Education, 1966), p. 72.

The imaginative attitudes of the Carnegie report will be welcomed by potential adult students.

But what about that most difficult group to be persuaded, university faculties, who, by and large, have only a specialized interest in education? Or, to put it another way, even more extremely, as Harold Lasswell observed recently, 'it's not unusual for scholars to confuse the advancement of knowledge with the advancement of themselves.'

Stern believes that it is up to those educators who are interested in adult students to "intensify the in-house education of the faculty about the new dimensions of the role of the university."⁷

The extent to which college education for adults can succeed depends on understanding of its special nature and the extent to which it differs from other types of college education. Benezet proposes a program of adult education characterized by flexibility in admissions, in policy on prerequisites, and in curriculum.⁸ Conley discusses multiple functions of the university in adult education: (1) to provide regular degree programs to persons who have delayed their education and wish to have a unified program, and a certificate or diploma program for those interested in a limited area; (2) to provide a continuation of education for those who have degrees or some college work; (3) to meet

⁷Milton R. Stern, "Continuing Education," The Journal of Higher Education, XLII (April, 1971), 322-25.

⁸Louis T. Benezet, "General Education for the Adult in Contemporary Society," Journal of General Education, II (July, 1948), 336-340.

vocational and professional needs in harmony with objectives of the university; (4) to develop leaders in adult education; and (5) to carry on research in adult education.⁹

Sanford states that it is increasingly obvious that adults must be educated if they are to support a climate in which the university can flourish or if they are to offer the moral and financial support it needs. More and more it is evident that adults need education in order to keep pace with the changing requirements of their work, to develop themselves, and to maintain their humanity in an increasingly complex world. As institutions of higher education reach out into their communities they will discover that there are many adults without degrees who have much to teach as well as to learn, and that they have much to contribute to the kind of socially relevant education that students are now demanding. The university must bring to its work with adults the same spirit that energizes its work with the regular students.¹⁰

However, Chambers indicates that "some colleges discourage part-time students and some professors feel that older persons in class are a source of embarrassment. Some

⁹William H. Conley, "The University's Role in Adult Education," Journal of Higher Education, XXVI (January, 1955), 14-17.

¹⁰Nevitt Sanford, "The Contribution of Higher Education to the Life of Society," Higher Education: Demand and Response, ed. by W. R. Niblett (San Francisco: Jossey-Bass, Inc., 1970), 20.

department heads and deans are prejudiced and discriminate on the grounds of both sex and age.¹¹

Mature women returning to college encounter certain difficulties and present problems that should be dealt with by universities. Many women students have home responsibilities and/or job responsibilities around which schedules must be planned and class loads determined. Exemption from certain regulations, procedures, and classes should be made feasible and specially qualified counselors should be available to advise them.¹²

In regard to the responsibilities of institutions for the education of adults Charles has delineated three areas of immediate concern: First, it is imperative that more research be done to obtain detailed data on learning in adults. Second, there is a need for information on effective teaching techniques to use with older students. Third, there is a need to train teachers specifically to work in a learning context with older persons; because of the present lack of scientifically sound techniques, such teachers must be teacher-researchers.¹³

¹¹M. M. Chambers, "Operation: Second Chance," The Journal of Higher Education, XXXVIII (April, 1967), 206-11.

¹²Cora H. Myers, "Special Problems Encountered by Mature Women Undergraduates," Adult Leadership, XXVII, (Spring, 1964), 137-39.

¹³Charles, "The Older Learner," 233.

In summary, the literature has illustrated the need for colleges and universities to take a penetrating look into their mission with regard to the education of adult America. Then, the institutions must make commitments to the mature students by initiating changes in educational philosophy, in policy, and in programming.

Adult Students in General

There is evidence that adults want help from the academic world in meeting demands of personal, civic, and organizational concerns. Benne has listed three reasons why there is a coincidence between the welfare of the social system of the university and participation of its residents in adult education: (1) The adult group or class provides an opportunity to study and experiment with the application of knowledge to practical questions; (2) The adult student can provide the professor with insights regarding gaps in existing knowledge and deficiencies in communication among the disciplines and departments of the university; and (3) One of the best ways of becoming a better teacher is to go through the process of trying to teach adults effectively.¹⁴

During the summer of 1969 President Nixon was shocked to learn that only one in five veterans of the Vietnam War took advantage of the GI Bill, compared to a 50 per cent rate

¹⁴Kenneth D. Benne, "Adult Education in the University," Journal of Higher Education, XXVII (November, 1956), 413-18.

department heads and deans are prejudiced and discriminate on the grounds of both sex and age.¹¹

Mature women returning to college encounter certain difficulties and present problems that should be dealt with by universities. Many women students have home responsibilities and/or job responsibilities around which schedules must be planned and class loads determined. Exemption from certain regulations, procedures, and classes should be made feasible and specially qualified counselors should be available to advise them.¹²

In regard to the responsibilities of institutions for the education of adults Charles has delineated three areas of immediate concern: First, it is imperative that more research be done to obtain detailed data on learning in adults. Second, there is a need for information on effective teaching techniques to use with older students. Third, there is a need to train teachers specifically to work in a learning context with older persons; because of the present lack of scientifically sound techniques, such teachers must be teacher-researchers.¹³

¹¹M. M. Chambers, "Operation: Second Chance," The Journal of Higher Education, XXXVIII (April, 1967), 206-11.

¹²Cora H. Myers, "Special Problems Encountered by Mature Women Undergraduates," Adult Leadership, XXVII, (Spring, 1964), 137-39.

¹³Charles, "The Older Learner," 233.

In summary, the literature has illustrated the need for colleges and universities to take a penetrating look into their mission with regard to the education of adult America. Then, the institutions must make commitments to the mature students by initiating changes in educational philosophy, in policy, and in programming.

Adult

There is evidence that the university can help from the academic world in meeting the social, civic, and organizational concerns. There are several reasons why there is a coincidence between the social system of the university and participation of residents in adult education: (1) The adult group or class provides an opportunity to study and experiment with the application of knowledge to practical questions; (2) The adult student can provide the professor with insights regarding gaps in existing knowledge and deficiencies in communication among the disciplines and departments of the university; and (3) One of the best ways of becoming a better teacher is to go through the process of trying to teach adults effectively.¹⁴

During the summer of 1969 President Nixon was shocked to learn that only one in five veterans of the Vietnam War took advantage of the GI Bill, compared to a 50 per cent rate

¹⁴Kenneth D. Benne, "Adult Education in the University," Journal of Higher Education, XXVII (November, 1956), 413-18.

after World War II. This sparked an investigation which has resulted in a more realistic and expanded governmental program.¹⁵ The expansion of the benefits offered to the GI could mean an even greater influx of veterans onto the campus in the next few years.

A recent Newsweek article entitled "A Long Way from Vietnam" states that the new GI Bill and the guidance activities of Veterans Administration officials are responsible for nearly one million American servicemen coming into higher education since the Vietnam War began.

In the 1970-71 academic year alone, the number of 'Viet vets' attending college burgeoned to more than a half million. And this fall the deluge is even greater, with some 70 per cent of all veterans on the GI Bill enrolled in four-year institutions. . . . In their mid-twenties, married, holding down part-time jobs, the majority of ex-servicemen are fiercely determined to complete their programs. They tend not to be joiners or activists.

. . . Many veterans are plagued by adjustment problems: . . . the monthly \$205 allotment for a married man . . . hardly begins to cover the cost of their education; . . . the checks are not infrequently a month or more late; . . . a profound difficulty for some is calming down or 'de-violencing;' and . . . the most nettlesome re-entry problem they face is a sharp alienation from younger students and even, some veterans report, from their professors. For these reasons most of the veterans follow a loner's path.¹⁶

Perhaps the veterans' independence is simply a reflection of their own 'maturity' and 'self-confidence,' as some ex-GI's claim. Or it could be a gut reaction to the cool reception they have

¹⁵William Steif, "GI Bill Failing to Attract Vietvets," College and University Business, XLVII (September, 1969), 63-65.

¹⁶"A Long Way from Vietnam," Newsweek, October 4, 1971, p. 50.

received at their institutions, many of which have made only token efforts to help them become oriented to their new lives.¹⁷

Folger, Astin, and Bayer make an interesting observation:

That since women increasingly spend time in the trained labor market, the failure of colleges and universities to prepare adequate numbers appropriately is becoming painfully apparent. However, what the content of future training programs should be for them or for other college graduates is currently unknown. The relationship between predictors of academic aptitude, success in college courses, and subsequent vocational success long supposed to be a positive one has recently come under serious scrutiny.¹⁸

Many changes in the society have contributed to the need for the development of special programs for women. Some to be noted are:

1. Ability of American society to spend money for new programs of education.
2. Release of women's time by the use of automated home appliances.
3. A felt need for self-development.
4. A new search for philosophical and psychological surety.
5. A possible improvement of socio-economic status.
6. A need for communication of ideas, as opposed to social trivialities.¹⁹

¹⁷ Ibid., p. 55.

¹⁸ John K. Folger, Helen S. Astin, and Alan E. Bayer, Human Resources and Higher Education (New York: Russell Foundation, 1970).

¹⁹ Anne Hall Tinker, "Programs for Mature Coeds," Adult Leadership, XIII (March, 1965), 283-304.

Letchworth, using an identity-integrity model, examined the motivations and the difficulties of women who were beginning or completing college degrees. Some of the specific motives for returning to college were: (1) a relief from boredom; (2) the desire to have an interesting job; (3) an escape from family and community responsibilities; (4) divorce or marital difficulties; and (5) an act of compulsion to complete an ambition. Some of the adjustment difficulties listed were: (1) the adjustment of a schedule to include both academic and household responsibilities; (2) the management of feelings of guilt; (3) the feelings of shame of not being able to succeed as a student; (4) the terror regarding examinations; and (5) the fear of isolation in the college culture.²⁰

This society is in a period of very great change with regard to the status of women in America. Coping with the problems of transition necessitates analyzation of current problems and implementation of some consensus about the future status of women in American Society. Women of today are manifesting ambivalence toward their social roles such as wife, mother, home manager, and the career role. The high primacy given to individuality in the American scheme of things encourages men and women to seek new avenues of learning.²¹

²⁰George E. Letchworth, "Women Who Return to College: An Identity-Integrity Approach," The Journal of College Student Personnel, XI (March, 1970), 103-06.

²¹Alice S. Rossi, "Ambivalence in Women: Should We Plan for the Real or the Ideal?" Adult Leadership, XVI (September, 1967), 100-118.

Doty compared forty mature women in baccalaureate degree programs and forty mature women who had never enrolled in higher education programs after the age of twenty-three. Doty was comparing personality characteristics, attitudes, and outside activities of these two groups. Questionnaires and a personality inventory (the MMPI) were administered to all women. The questionnaire included items regarding family size, employment, use of leisure time, and attitudes toward returning to college. The reasons given by these subjects for returning to college suggest that they were dissatisfied with the traditional housewife role and were more intellectually curious and better able to make long-range plans for the future than were the non-student subjects. The personality test findings suggest that the women students were more active, more interested in manipulating their environment to fit their needs, and more likely to seek out social contacts than were the women who did not return to college.²²

The reasons why the women chose not to return to college are unclear. Their personality test scores indicated that they were characterized by a generally lower level of mental activity and motivation to seek intellectual and social stimulation and held more conventional attitudes regarding

²²Barbara A. Doty, "Why Do Mature Women Return to College?" Journal of the National Association of Women Deans and Counselors, XXIX (Summer, 1966), 22-25.

the role of women than did women who became students. These characteristics appear to be basic to a decision not to return to college.

On the other hand, Doty says, the lack of differences between mature women students and non-students on a number of variables implies that factors that had been generally assumed to be important in a decision to return to college actually were not significant.

These variables include adequate family income to finance a college education, approval of the husband regarding a return to campus, doing one's own housework, having an interest in reading non-fiction, participation in special-interest courses, proximity of a college offering undergraduate-degree program courses, and 'spare' time in which to attend college.²³

Doty suggests that the educator should consider developing improved means for motivating academically capable women to return to college. It is feasible that additional counseling services for the mature women, such as those suggested by other authors²⁴ would facilitate her return to the campus.

Counseling with adults presents a change from working with young students. Lack of self-confidence in the educational

²³ Ibid., p. 174.

²⁴ Wandalyn A. Hiltunen, "A Counseling Course for the Mature Woman," Journal of the National Association of Women Deans and Counselors, XXXI (Winter, 1968), 93-96; Esther E. Matthews, "The Counselor and the Adult Woman," Journal of the National Association of Women Deans and Counselors, XXXII (Spring, 1969), 115-121; Barbara Cook, "Woman's Search for 'A Way of Becoming,'" Journal of the National Association of Women Deans and Counselors, XXXIV (Fall, 1970), 23-27.

setting is a problem to many of them. Budgeting of time becomes crucial to those responsible to family members. Others are trying to keep employment and progress in a career at the same time that they are students. The counseling needs of older students should be considered in the selection and availability of a counselor who is able to assist them.²⁵

Merideth and Merideth give a critical assessment of the present state of education for the adult women. They urge that reform in adult education for women depends on radical changes in the system including: deans of women who are radical feminists; increased employment of married women on the university's professional staff; development of a model community within the university which stresses the nonoppressive, fulfilling, productive humane life; encouragement of nepotism; provision of day-care services for all segments of the university community; wide options in living arrangements; formal and informal approaches to women's studies; and elimination of sex-role stereotyping in career guidance. Their contention is that:

Continuing education is not worth much if what is continued is the same pattern of subtle oppression and discrimination that now exists in nearly all higher education institutions. Their quarrel with existing programs for continuing education for women is not with what they do. but with their lack of vision about the society in which they operate and with their unwillingness to confront the social

²⁵ Lee Porter, "Adults Have Special Counseling Needs," Adult Leadership, XVIII (March, 1970), 275-76.

institutions--the nuclear family, career expectations, and educational practices that help perpetuate the unhappy condition of American women.²⁶

In summary, the literature suggests that the mature woman returns to college for a multitude of reasons and with a variety of apprehensions. Generally, the studies have stressed the importance of maintaining counseling services for the mature woman student and the veteran as a means of facilitating their successful readjustment to the academic world.

Hiltunen conducted a study to identify the characteristics of the adults classified as freshmen at Louisiana State University in New Orleans. Questionnaires were sent to the 90 students 23 years of age or older who enrolled the first time in September, 1963, and had completed less than 30 hours of previous college work. Seventy-three (81 per cent) responded to the questionnaire. This number included 32 males and 41 females.²⁷

The results indicated: (1) The average male was 26 years old, married, had one child 6 years old, was working either full- or part-time, and was carrying 10.5 credit hours. (2) The average female was 32 years old, married,

²⁶Elizabeth Merideth and Robert Merideth, "Adult Women's Education: A Radical Critique," Journal of the National Association of Women Deans and Counselors, XXXIV (Spring, 1971), 117.

²⁷Wandalyne A. Hiltunen, "Adults As College Freshmen," The Journal of College Student Personnel, VI (June, 1965), 208.

had 2 children whose average age was 9 years, and was carrying 9 credit hours. (3) No one in the adult group had participated in campus activities, but 50 per cent of the group was interested in forming a group whose ages and interests would be similar to theirs. (4) Forty-seven per cent of the males and 39 per cent of the females had seen a counselor, as compared to 15-20 per cent for all freshmen. (5) Husbands' occupations tended to be in the professional-managerial-technical group. One-half of the wives of male students did not work, but those who did were either in the professional or clerical areas. (6) In response to the question, "Why are you going to college now?" the females generally gave both intellectual and vocational reasons, although the intellectual ones outnumbered the vocational. The responses of the males were primarily vocational. (7) Teaching was the most popular field of interest for the females, while engineering ranked first with the males. Six males and 12 females were undecided.

Hiltunen concluded that the data in general suggest the need for more emphasis to be placed on providing counseling services for college adults. Areas in which more research was suggested are the effectiveness of adult counseling and investigation of the reasons adults withdraw or fail to complete a course of study.²⁸

Ferguson conducted a study similar to the Hiltunen study in format but the information gathered was given an

²⁸Hiltunen, "Adults As College Freshmen," 208-11.

extended analysis. The purpose of this study was twofold: (1) to identify the adult students in an undergraduate university and discover their special needs; and (2) to gain some knowledge about the academic success of older students who return to college, and to look for variables predictive of success.²⁹

A questionnaire was sent to each of the 223 students over 24 years of age enrolled in the University of Illinois, Chicago Undergraduate Division, in the spring semester of 1964. Sixty per cent (134) responded to the questionnaire. The findings were: (1) The students ranged in age from 24-52, with 80 per cent under 30. (2) Eighty per cent were males. Twenty per cent were foreign students. (3) Over one-half (76) were single. (4) Two-thirds of the subjects were employed. (5) Less than one-half (56) carried more than 12 credit hours. The majority of the subjects were freshmen or sophomores but there were a few at all undergraduate levels and 6 who had completed a bachelor's degree. (6) The most frequent reason given for the interruption of education was financial and the return to college was most frequently related to job involvement. (7) On the open-ended question, "What advantages (and disadvantages) do you believe older students have over younger students?" the total number of

²⁹Marie A. Ferguson, "Adult Students in an Undergraduate University," The Journal of College Student Personnel, VII (November, 1966), 345.

"advantages" (203) outnumbered the "disadvantages" (144) mentioned. Advantages most frequently identified were: they were more mature, had better perspective, clearer goals, and stronger motivation. Disadvantages most frequently cited were: in energy level and ability to study, in relationships with younger students and with the faculty, in matters of family and financial responsibilities, and the pressure to hurry through college. (8) In answer to the question, "How can the university meet your needs more adequately?" 17 students indicated that their needs were fulfilled. Criticism directed toward curricula and rules constituted the largest number of dissatisfactions. Negative and positive statements were given about experiences with teachers. Several wanted more help from their teachers; others wanted to be "treated as adults."³⁰

Seventeen students (13 per cent) mentioned a need for more personal attention such as counseling for older students, "a personal touch," or to be understood. Several indicated a desire for some sort of group organization. (9) Compared to the total student body, significantly more of the subjects were in good academic standing at the end of the semester.

The data suggest that even though older adult students comprise a small minority on the campus, they are nevertheless

³⁰Ferguson, "Adult Students in an Undergraduate University," 345-47.

a constituent part of the whole. Needs of adult students may merit more attention in the planning and administering of the undergraduate college program.³¹

Two important factors about Ferguson's study and its relationship to the present study are that at that time the Chicago campus offered only two years of college, and there was no attempt in her study to differentiate between male students and female students.

Erickson conducted a study to determine the characteristics and needs of undergraduates 26 years of age or older attending Michigan State University in the Fall, 1966. A questionnaire was used to obtain the desired information, and an opportunity was given for open-ended responses. Of the 520 responses to the questionnaire 494 were analyzed and an additional analysis was made of 255 open-ended responses.³²

Some of the findings were: there were more males; the females were older; more of the females were married, widowed, or divorced; the adults tended to come from non-college parental backgrounds; and spouses tended to have some college education, but more male spouses had done graduate work.

³¹Ibid., 348.

³²Mildred Brinkmeier Erickson, "An Analysis of Selected Characteristics and Needs of Adult Undergraduate Students Attending Michigan State University, Fall Term, 1966," Unpublished doctoral dissertation, Michigan State University, 1968.

Educationally, the results indicated that: more of the adults were full-time students than part-time. However, more females were part-time; most of the students planned to get degrees; and three-fourths had credit from another college. A majority of the adults were working and planned to work in the future.

The following categories of needs were emphasized by the adult undergraduates: academic and curricular improvement; special adult facilities; special advisement and counseling; improved evening and summer programs; specific general education courses, improved enrollment and registration procedures; changes in evaluation and grading; financial assistance; and special orientation for adult undergraduate students.³³

In summary, while the studies cited by no means exhaust the literature, they do give the essence of the research and emphasize the necessity for a more comprehensive investigation into the differences, characteristics, and needs of undergraduate male and female students who are beyond the age of the regular undergraduate student body.

³³Ibid.

CHAPTER III

METHODOLOGY

In Chapter I the problem of the study was stated as a question: What are the characteristics and educational needs of male and female undergraduate students who are 25 years of age or older and enrolled at the University of Oklahoma in the Fall, 1971? The study endeavored to answer this question in the following ways: (1) By delving into a comparison of the demographic data of undergraduate male and female students over 24 years of age and enrolled in the University of Oklahoma during the Fall, 1971; (2) By seeking from the male and female adult undergraduates perceptions of their frustrations and pitfalls in regard to their re-entry into the academic world; (3) By identifying possible areas of institutional responsibilities for providing a multiplicity of options to older undergraduates in helping them to realize the goals they have set for themselves; and (4) By proposing innovations in existing curricular and extracurricular programs with the possibility of providing two distinct adaptations throughout for the adult male and for the adult female undergraduate student.

Hypotheses

Based on the findings of the literature search as well as information sought in this particular investigation, the following hypotheses were developed:

HO₁ There is no significant difference between the age of the adult male student and the age of the adult female student.

HO₂ There is no significant difference between the academic load carried by the adult male student and the adult female student.

HO₃ There is no significant difference between the number of adult males who had previous college work elsewhere and the number of adult females who had previous college work elsewhere.

HO₄ There is no significant difference between the marital status of the adult male student when compared with the marital status of the adult female student.

HO₅ There is no significant difference between the number of children for the adult male student and the number of children for the adult female student.

HO₆ There is no significant difference between the level of education of the wives of the adult male students and the husbands of the adult female students.

HO₇ There is no significant difference between the number of adult males whose parents attended college and the number of adult females whose parents attended college.

HO₈ There is no significant difference between the number of adult males working toward a degree and the number of adult females working toward a degree.

HO₉ There is no significant difference between the number of adult males working either full- or part-time and the number of adult females working full- or part-time.

HO₁₀ There is no significant difference between the number of adult males who delayed or interrupted their college education and the number of adult females who delayed or interrupted their college education.

HO₁₁ There is no significant difference between the number of adult males seeking counseling and the number of adult females seeking counseling.

HO₁₂ There is no significant difference between the number of adult males who plan to work in the future and the number of adult females who plan to work in the future.

HO₁₃ There is no significant difference between the number of adult male students who changed careers since high school and the number of adult female students who changed careers since high school.

HO₁₄ There is no significant difference between the number of adult males who participate in campus activities and the number of adult females who participate in campus activities.

Selection of the Sample

The population for this study consisted of the 333 adult women and 743 adult men undergraduates enrolled at the University of Oklahoma in the Fall, 1971. A computer printed list of registrations for Fall, 1971, compiled by the Office of Admissions and Records, was the source used in identifying these 1,076 students. The International students, because of their atypical backgrounds, were eliminated from this population.

For the purpose of this study a random sample was selected from the population by use of a table of random numbers³⁴ until 52 per cent, 559, (386 men and 173 women) was drawn.

³⁴N. M. Downie and R. W. Heath, Basic Statistical Methods (2d ed.; New York: Harper and Row, 1965), pp. 316-17.

Procedure for Collecting Data

A questionnaire was mailed to each subject in the sample. The items on the questionnaire were pre-tested by a panel of like-subjects and evaluated for content significance and clarity. A cover letter (Appendix A) explaining the study and a stamped, self-addressed envelope was enclosed with the questionnaire. The questionnaire (Appendix B) was designed to gather general descriptive information about the subjects, their motivations, and their problems as adult undergraduate students at the University of Oklahoma. Open-ended questions were incorporated to allow the subjects the opportunity to express their needs and perceptions about the questions and anything else they wished to say.

Twenty-nine (24 men, 5 women) of the questionnaires mailed were returned by the Post Office--left no forwarding address. Thus, the final number of students sent questionnaires was 530. There were 456 (86 per cent) respondents.

Of the 456 questionnaires completed, 17 were not included in the final study: 2 respondents identified themselves as having withdrawn from school; 4 identified themselves as less than 25 years of age; 3 indicated that they were graduate students; and 8 responded in an irrelevant manner. Consequently, the size of the sample proved to be 439 (295 men and 144 women). This represents 82 per cent of the sample receiving the questionnaire.

Treatment of Data

Information received from the questionnaires was tabulated. The testing of the null hypotheses was accomplished through the application of the chi square statistical model. Although all levels of significance are reported, the .05 level of significance was the level set at which the null hypotheses would be rejected.

A panel of experts was utilized in the formation of categories used in recording responses to the open-ended questions. The data obtained from the open-ended questions were presented in tabular form with percentages between male and female adult undergraduates indicated.

CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this chapter is to present the findings of the study. It is divided into two sections. The first section is concerned with the testing of the hypotheses developed in Chapter III. The second part is a presentation of information related to the questions stated in Chapter I.

Tests of the Hypotheses

This section is concerned with the testing of the hypotheses listed in Chapter III through an examination of the differences between the male adult sample and the female adult sample. In each of the comparisons the null hypothesis is listed first, followed by the findings leading to acceptance or rejection of the hypothesis, and concluding with a presentation of the data in tabular form.

Null Hypothesis 1.--There is no significant difference between the age of the adult male student and the age of the adult female student.

Table 1 indicates the ages of the adult undergraduates in five groupings: 25-29, 30-34, 35-39, 40-44, and 45 or older. Over two-thirds (68.79 per cent) of the adults were in the 25-29 age category and 83.14 per cent were under 35 years of age. The female group was significantly older than the

male group with 52.08 per cent of the females 30 or older compared with 21.02 per cent of the males.

The chi square value obtained was 47.86 with four degrees of freedom. This value was significant beyond the .001 level. Hence null hypothesis one was rejected. There was a statistically significant difference between the age of the adult male student and the age of the adult female student.

TABLE 1

A COMPARISON OF THE AGE OF THE ADULT MALE STUDENT
AND THE AGE OF THE ADULT FEMALE STUDENT

Age	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
25-29	233	78.98	69	47.92	302	68.79	
30-34	34	11.53	29	20.14	63	14.35	
35-39	14	4.75	25	17.39	39	8.88	
40-44	7	2.37	9	6.25	16	3.64	
45 or older	7	2.37	12	8.33	19	4.33	47.86*

*Significant beyond the .001 level.

Null Hypothesis 2.--There is no significant difference between the academic load carried by the adult male student and the adult female student.

According to the data shown in Table 2, more adults were full-time students, 72.21 per cent, than were part-time, 27.79. More males were full-time students, 83.73 per cent,

while more females were part-time students, 51.39 per cent. The chi square value obtained was 59.46 with one degree of freedom which is significant beyond the .001 level. Null hypothesis two was therefore rejected. There was a statistically significant difference between the academic load carried by the adult male and the adult female.

TABLE 2

A COMPARISON OF THE ACADEMIC LOAD CARRIED
BY ADULT MALE AND FEMALE STUDENTS

Hours Full- and Part-Time	Male		Female		Total		X ² Value
	N (295)	%	N (144)	%	N (439)	%	
12-23	247	83.73	70	48.61	317	72.21	
1-11	43	16.27	74	51.39	122	27.79	59.46*

*Significant beyond the .001 level.

Null Hypothesis 3.--There is no significant difference between the number of adult males who had previous college work elsewhere and the number of adult females who had previous college work elsewhere.

As presented in Table 3, slightly less than two-thirds (63.33 per cent) of the adult students had previous college work elsewhere. More females were transfer students (68.06 per cent) than males (61.02 per cent). The chi square value obtained, 2.07, was not statistically significant at the .05 level set for the study. Hence, null hypothesis three was not rejected. There was no statistically significant difference

obtained between the number of males and the number of females who had previous college work elsewhere.

TABLE 3

A COMPARISON OF THE NUMBER OF ADULT MALE TRANSFER STUDENTS AND ADULT FEMALE TRANSFER STUDENTS

Transfer	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
Yes	180	61.02	98	68.06	278	63.33	
No	115	38.98	46	31.94	161	36.67	2.07*

*x² value not significant.

Null Hypothesis 4.--There is no significant difference between the marital status of the adult male student when compared with the marital status of the adult female student.

Table 4 shows that 73.58 per cent of the adults were married. There were more single men, 19.32 per cent, than single females, 5.56 per cent. More females were divorced or widowed. That there were more single males is undoubtedly related to the fact that the males were a younger group. That there were more widows may well be related to the fact that the female group was older than the male group. (See Table 1, page 32.)

The chi square value obtained was 41.05 with three degrees of freedom. This value was statistically significant beyond the .001 level. Hence, null hypothesis four was

rejected. There was a statistically significant difference between the marital status of the adult male student and the adult female student.

TABLE 4
A COMPARISON OF THE MARITAL STATUS OF
ADULT MALE AND FEMALE STUDENTS

Marital Status	Male		Female		Total		X ² Value
	N (295)	%	N (144)	%	N (439)	%	
Single	57	19.32	8	5.56	65	14.81	
Married	221	74.92	102	70.83	323	73.58	
Divorced	16	5.42	27	18.75	43	9.79	
Widow(er)	1	.34	7	4.86	8	1.82	41.05*

*Significant beyond the .001 level.

Null Hypothesis 5.--There is no significant difference between the number of children for the adult male student and the number of children for the adult female student.

Table 5 shows that three-fourths (74.51 per cent) of the 255 adult students who had children had either one or two children. Female students had more children (76.72 per cent had more than one child) than male students (50.36 per cent had more than one child). The chi square value obtained was 41.17 with four degrees of freedom. This value was statistically significant beyond the .001 level. Therefore, null hypothesis five was rejected. There was a statistically

significant difference between the number of children for the adult male student and the number of children for the adult female student.

TABLE 5
A COMPARISON OF THE NUMBER OF CHILDREN
FOR ADULT MALE AND FEMALE STUDENTS

Number of Children	Male		Female		Total		x ² Value
	N (139)	%	N (116)	%	N (255)	%	
1	69	49.64	27	23.28	96	37.65	
2	46	33.09	48	41.38	94	36.86	
3	15	10.79	26	22.41	41	16.08	
4	5	3.60	12	10.34	17	6.66	
5	4	2.88	3	2.59	7	2.75	41.17*

*Significant beyond the .001 level.

Null Hypothesis 6.--There is no significant difference between the level of education of the wives of the adult male students and the husbands of the adult female students.

Table 6 indicates that 32.13 per cent of the spouses responding to the question had a bachelor degree; 28.82 per cent had some college education; 23.13 per cent had a high school education; and 15.92 per cent had graduate degrees. Husbands of female students had done more graduate work (41.29 per cent versus 3.57 per cent) and wives of male students had begun but not finished college more frequently (35.27 per cent versus 15.60 per cent).

The chi square value obtained was 96.29 with four degrees of freedom. This value was significant beyond the .001 level. Hence null hypothesis six was rejected. There was a statistically significant difference between the level of education of the wives of the adult male students and the husbands of the adult female students.

TABLE 6

A COMPARISON OF THE EDUCATIONAL LEVEL OF SPOUSES

Educa- tional Level	Male		Female		Total		x ² Value
	N (224)	%	N (109)	%	N (333)	%	
High School	68	30.36	9	8.26	77	23.12	
Some College	79	35.27	17	15.60	96	28.83	
B.A. or B.S.	69	30.80	38	34.86	107	32.13	
Masters	8	3.57	20	18.35	28	8.41	
Dr., Lawyers	-		25	22.94	25	7.51	96.29*

*Significant beyond the .001 level.

Null Hypothesis 7.--There is no significant difference between the number of adult males whose parents attended college and the number of adult females whose parents attended college.

Table 7 shows that there was little difference between the college attendance of the fathers and mothers of adult undergraduate students. Slightly more of the fathers had gone to college than the mothers (33.94 per cent versus 29.38 per

cent). A chi square value of .006 was obtained which was not statistically significant at the .05 level set for the study. Hence, null hypothesis seven was not rejected. There was no statistically significant difference between the number of adult males whose parents attended college and the number of adult females whose parents attended college.

TABLE 7

A COMPARISON OF THE NUMBER OF ADULT STUDENTS'
PARENTS WHO ATTENDED COLLEGE

Parent	Male		Female		Total		X ² Value
	N (295)	%	N (144)	%	N (439)	%	
Mother	86	29.15	43	29.86	129	29.38	
Father	99	33.56	50	34.72	149	33.94	
No College	110	37.29	51	35.42	161	36.67	.006*

*X² value not significant.

Null Hypothesis 8.--There is no significant difference between the number of adult males working toward a degree and the number of adult females working toward a degree.

Table 8 shows that the majority, 96.36 per cent, of the adult undergraduates are working toward degrees. More males, 100 per cent, than females, 88.89 per cent, are on a degree plan. A chi square of 34.017 was obtained which was significant beyond the .001 level. Hence, null hypothesis eight was rejected. There was a statistically significant

difference between the number of adult males working toward a degree and the number of adult females working toward a degree.

TABLE 8

A COMPARISON OF THE NUMBER OF ADULT MALES
AND FEMALES WORKING TOWARD A DEGREE

	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
Yes	295	100.00	128	88.89	423	96.36	
No			16	11.11	16	3.64	34.017*

*Significant beyond the .001 level.

Null Hypothesis 9.--There is no significant difference between the number of adult males working either full- or part-time and the number of adult females working full- or part-time.

Table 9 shows that slightly more than one-half (53.53 per cent) of the adults worked either full- or part-time. More males were working than females (64.60 per cent versus 31.25 per cent). The chi square value obtained was 44.71 which was significant beyond the .001 level. Hence, null hypothesis nine was rejected. There was a statistically significant difference between the number of adult males working and the number of adult females working.

TABLE 9

A COMPARISON OF THE NUMBER OF ADULT MALES AND ADULT FEMALES WORKING EITHER FULL- OR PART-TIME

Employed	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
Part-time	105	35.59	31	21.53	136	30.98	
Full-time	85	28.81	14	9.72	99	22.55	
Not working	105	35.59	99	68.75	204	46.47	44.71*

*Significant beyond the .001 level.

Null Hypothesis 10.--There is no significant difference between the number of adult males who delayed or interrupted their college education and the number of adult females who delayed or interrupted their college education.

As presented in Table 10, more than one-half (59.68 per cent) of the adults had their college education interrupted. More females delayed their college education (43.75 per cent versus 38.64 per cent); more males had their education interrupted (61.36 per cent versus 56.25 per cent). The chi square value obtained of 1.046 was not statistically significant at the .05 level set for the study. Hence, null hypothesis ten was not rejected. There was no statistically significant difference between the number of adult males who delayed or interrupted their education and the number of adult females who delayed or interrupted their education.

TABLE 10

A COMPARISON OF THE NUMBER OF ADULT MALES AND FEMALES WHO DELAYED OR INTERRUPTED THEIR COLLEGE EDUCATION

	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
Inter- rupted	181	61.36	81	56.25	262	59.68	
Delayed	114	38.64	63	43.75	177	40.32	1.046*

*x² value not significant.

Null Hypothesis 11.--There is no significant difference between the number of adult males seeking counseling and the number of adult females seeking counseling.

As presented in Table 11, fewer adults (34.62 per cent) had sought counseling than had not sought counseling (65.38 per cent). More males than females sought counseling (37.63 per cent versus 28.47 per cent). The chi square value obtained was 3.582 which was not significant at the .05 level set for the study. Hence, null hypothesis eleven was not rejected.

Table 12, however, presents data indicating the number of adults who would use counseling if it were available. Of the 287 expressing a need for counseling, 49.13 per cent wanted academic counseling, 28.92 per cent wanted vocational, and 21.95 per cent wanted personal counseling. More males (53.59 per cent) wanted academic counseling than females (37.18 per cent). The chi square value obtained was 6.299 which was

significant at the .05 level. Hence, there exists a statistically significant difference between the number of males indicating a need for counseling and the number of females indicating a need for counseling.

TABLE 11

A COMPARISON OF THE NUMBER OF ADULT MALES AND FEMALES WHO HAD SOUGHT COUNSELING

Sought Counseling	Male		Female		Total		χ^2 Value
	N (295)	%	N (144)	%	N (439)	%	
Yes	111	37.63	41	28.47	152	34.62	
No	184	62.37	103	71.53	287	65.38	3.582*

* χ^2 value not significant.

TABLE 12

A COMPARISON OF THE NUMBER OF ADULT MALES AND FEMALES WHO INDICATED A NEED FOR COUNSELING

Type of Counseling	Male		Female		Total		χ^2 Value
	N (209)	%	N (78)	%	N (287)	%	
Academic	112	53.59	29	37.18	141	49.13	
Vocational	54	25.84	29	37.18	83	28.92	
Personal	43	20.57	20	25.64	63	21.95	6.299*

*Significant at the .05 level.

Null Hypothesis 12.--There is no significant difference between the number of adult males who plan to work in the future and the number of adult females who plan to work in the future.

Table 13 shows that 92.26 per cent of the adult students plan to work upon completion of their academic program. More males (95.93 per cent) than females (84.72 per cent) indicate work plans. The chi square value obtained was 17.025 which was significant beyond the .001 level. Hence, null hypothesis twelve was rejected. There was a statistically significant difference between the number of adult males planning to work in the future and the number of adult females planning to work in the future.

TABLE 13

A COMPARISON OF THE NUMBER OF ADULTS
WHO PLAN TO WORK IN THE FUTURE

	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
Yes	283	95.93	122	84.72	405	92.26	
No	12	4.07	22	15.28	34	7.74	17.025*

*Significant beyond the .001 level.

Null Hypothesis 13.--There is no significant difference between the number of adult male students who changed careers since high school and the number of adult female students who changed careers since high school.

Table 14 shows that slightly less than three-fourths (72.67 per cent) of the adult students had changed their

career plans since graduating from high school. Slightly more females than males changed their career goals (74.31 per cent versus 71.86 per cent). The chi square value obtained, .675, was not statistically significant at the .05 level set for the study. Hence, null hypothesis thirteen was not rejected. There was no statistically significant difference between the number of adult males changing careers and the number of adult females changing careers.

TABLE 14

A COMPARISON OF THE NUMBER OF ADULTS WHO
CHANGED CAREERS SINCE HIGH SCHOOL

	Male		Female		Total		x ² Value
	N (295)	%	N (144)	%	N (439)	%	
Yes	212	71.86	107	74.31	319	72.67	
No	75	25.42	32	22.22	107	24.37	
No Response	8	2.71	5	3.47	13	2.96	.675*

*x² value not significant.

Null Hypothesis 14.--There is no significant difference between the number of adult males who participate in campus activities and the number of adult females who participate in campus activities.

As presented in Table 15, more than three-fourths (78.36 per cent) of the adult students indicated that they did not participate in campus activities. More males than females participated (25.42 per cent versus 13.89 per cent). The chi square value obtained was 7.59 which was statistically

significant at the .01 level. Hence, null hypothesis fourteen was rejected. There was a statistically significant difference between the number of adult males who participate in campus activities and the number of adult females who participate in campus activities.

TABLE 15

A COMPARISON OF THE NUMBER OF ADULT STUDENTS
WHO PARTICIPATE IN CAMPUS ACTIVITIES

Participate	Male		Female		Total		χ^2 Value
	N (295)	%	N (144)	%	N (439)	%	
Yes	75	25.42	20	13.89	95	21.64	
No	220	74.58	124	86.11	344	78.36	7.59*

*Significant at the .01 level.

TABLE 16
SUMMARY OF TESTS OF THE NULL HYPOTHESES

Null Hypothesis	Type of Comparison	Results*	Accept HO	Reject HO
HO ₁	Age	Stat. Sig.		R
HO ₂	Academic Load	Stat. Sig.		R
HO ₃	Transfers	Not Stat. Sig.	A	
HO ₄	Marital Status	Stat. Sig.		R
HO ₅	Children	Stat. Sig.		R
HO ₆	Spouse's Educ.	Stat. Sig.		R
HO ₇	Parent's Educ.	Not Stat. Sig.	A	
HO ₈	Working for Degree	Stat. Sig.		R
HO ₉	Employment	Stat. Sig.		R
HO ₁₀	Delay-Interrupt. of College	Not Stat. Sig.	A	
HO ₁₁	Sought Counsel.	Not Stat. Sig.	A	
HO ₁₂	Future Work Plans	Stat. Sig.		R
HO ₁₃	Career Changes	Not Stat. Sig.	A	
HO ₁₄	Participation in Activities	Stat. Sig.		R

*Stat. Sig.--Statistically significant at the .05 level set for the study.

Not Stat. Sig.--Not statistically significant at the .05 level set for the study.

Results of Related Questions

The purpose of this section is to present the results of the analysis of the data obtained from the respondents as to their perceptions, problems and suggestions.

Table 17 presents the content analysis of the survey question that allowed the students to express reasons for the delay or interruption in their college education. The three most frequently mentioned reasons listed by the adults were: military service (40.55 per cent), marriage and family responsibilities (26.20 per cent), and lack of finances (13.21 per cent). Marriage and family responsibilities were the most important factors for the females whereas military service was the most significant reason for the males.

TABLE 17
REASONS FOR DELAY OR INTERRUPTION
IN COLLEGE EDUCATION

Reasons	Male		Female		Total	
	N (295)	%	N (144)	%	N (439)	%
Finances	37	12.54	21	14.58	58	13.21
Marriage and Family Res.	23	7.80	92	63.89	115	26.20
Military	178	60.34			178	40.55
Personal Attitude	28	9.50	11	7.64	39	8.88
Poor Grades	25	8.47	2	1.39	27	6.15
Put Husband Through School			15	10.42	15	3.42
Medical	4	1.36	3	2.08	7	1.59

Table 18 is a tabulation of responses to the question, "Why are you going to college now?" Statements such as "in order to have a career," and "it is necessary to obtain the

money and status I desire" were classified as vocational reasons. "Personal satisfaction" and "to improve myself" were designated as intellectual reasons. Some adults gave both intellectual and vocational reasons (19.44 per cent of the females and 4.07 per cent of the males). The responses for the adult group were primarily vocational, 84.74 per cent.

TABLE 18
REASONS FOR GOING TO COLLEGE NOW

Reasons	Male		Female		Total	
	N (295)	%	N (144)	%	N (439)	%
Intellectual	14	4.75	13	9.03	27	6.15
Vocational	269	91.19	103	71.53	372	84.74
Int. & Voc.	12	4.07	28	19.44	40	9.11

Tables 19, 20 and 21 present information concerning the adult student's readjustment to classwork. Table 19 indicates that slightly less than half (46.01 per cent) of the group encountered difficulties. In Table 20 more than half of the adults (61.45 per cent) opposed having an orientation meeting or course (20.48 per cent favored a meeting and 13 per cent desired a course). As presented in Table 21, the four most frequently mentioned reasons for readjustment problems were: poor study habits, change in routine (life style), lack of concentration, and finding time to study.

TABLE 19

DID YOU HAVE TROUBLE READJUSTING TO CLASSWORK?

Response	Male		Female		Total	
	N (295)	%	N (144)	%	N (439)	%
Yes	138	46.78	64	44.44	202	46.01
No	157	53.22	80	55.56	237	53.99

TABLE 20

WOULD IT HELP TO HAVE AN ORIENTATION PROGRAM?

Types	Male		Female		Total	
	N* (306)	%	N* (148)	%	N* (454)	%
Meeting	58	18.95	35	23.65	93	20.48
Course	42	13.73	17	11.49	59	13.00
Neither	189	61.76	90	60.81	279	61.45
Other	17	5.56	6	4.05	23	5.07

*Represents the number of responses--not individuals. Multiple responses were given by some adults.

TABLE 21

READJUSTMENT PROBLEMS ON RETURNING TO CLASSWORK

Problems	Male		Female		Total	
	N* (149)	Rank	N* (84)	Rank	N* (233)	Rank
Poor Study Habits	77	1	33	1	110	1
Lack of Concentration	13	4	16	3	29	3
Change in Routine	24	2	7	4	31	2
Finding Time to Study	4	7	23	2	27	4
Irrelevant Class & Teachers	12	5	4	5	16	5
Inadequate Prep. & Competition	14	3			14	6
Finances & Employment	5	6	1	6	6	7

*Represents the number of responses, not separate individuals. Several persons gave more than one response.

In Table 22 slightly less than two-thirds of the adults indicated that morning classes were preferred (63.33 per cent). More females wanted classes between 9 a.m. and 3 p.m. (38.89 per cent) than males (14.24 per cent). The reason for this is the fact that many females want classes during the day when their children are at school. Males preferred morning classes (71 per cent).

TABLE 22
HOURS PREFERRED FOR CLASSES

Hours	Male		Female		Total	
	N (295)	%	N (144)	%	N (439)	%
Morning	208	70.50	70	48.61	278	63.33
Afternoon	17	5.76	9	6.25	26	5.92
9 - 3	42	14.24	56	38.89	98	22.32
Evening	10	3.39			10	2.28
No Preference	18	6.10	9	6.25	27	6.15

Table 23 shows that over one-half (58.54 per cent) of the adults in the study were at the senior level; 24.37 per cent were juniors and 15.26 per cent were either freshmen or sophomores. More females were at the freshman or sophomore

TABLE 23
CLASS LEVEL OF ADULT STUDENTS

Year in College	Male		Female		Total	
	N (295)	%	N (144)	%	N (439)	%
Freshman	3	1.02	14	9.72	17	3.87
Sophomore	30	10.17	20	13.89	50	11.39
Junior	70	23.73	37	25.69	107	24.37
Senior	192	65.08	65	45.14	257	58.54
No Response	-		8	5.56	8	1.82

level (23.61 per cent versus 11.19 per cent) while more males were seniors (65.08 per cent versus 45.14 per cent).

Table 24 shows that 39.41 per cent of the adults were receiving financial aid from the government; 24.15 per cent had financial aid from their spouses; 14.58 per cent were working full- or part-time; 7.74 per cent had scholarships; smaller percentages had loans, used savings or received aid from parents. Over one-half of the males were being financed through government aid (54.92); 40.97 per cent of the females were being financed by their spouses; and more females (20.83 per cent) than males (11.53 per cent) were working either

TABLE 24

HOW ADULT STUDENTS WERE FINANCING EDUCATION

Methods of Financing	Male		Female		Total	
	N (295)	%	N (144)	%	N (439)	%
Working Full- or Part-Time	34	11.53	30	20.83	64	14.58
Spouse is Paying	47	15.93	59	40.97	106	24.15
Loan	1	.34	10	6.94	11	2.51
Scholarship	27	9.15	7	4.86	34	7.74
Savings	5	1.69	16	11.11	21	4.78
Parents	9	3.05	11	7.64	20	4.56
Government Aid	162	54.92	11	7.64	173	39.41
No Response	10	3.39	-		10	2.28

full- or part-time. The discrepancy in Table 9 which shows more males working than females, is due to the fact that more females were working for the sole purpose of financing an education.

Table 25 presents the content analysis of the survey question designed to elicit respondents' perceptions of professors' attitudes toward older students. There were 221 (146 males and 75 females) adults who indicated that professors' attitudes were different toward the older students than toward the younger students. In percentages, the 221 respondents represented 50.34 per cent of the adults (49.49 per cent of the males and 52.08 per cent of the females). Both negative and positive statements were given about experiences with professors. Positive statements of "show more respect" and "are more understanding and helpful" were ranked first and second by both male and female students. The third most frequently mentioned attitude was "the professors expect more from the older students." Some respondents felt this was unfair; others accepted this attitude based on maturity and experience. The fourth ranked attitude was negative; male and female alike felt that "professors were threatened by the older students." Many respondents related their diverse experiences with the lack of "out-of-class" experiences of the professors as being the basis for the older students' threat to professors.

TABLE 25

WAYS IN WHICH PROFESSORS' ATTITUDES
DIFFERED TOWARD OLDER STUDENTS

Professors' Attitudes Toward Older Students	Male		Female		Total	
	N (146)	Rank	N (75)	Rank	N (221)	Rank
Show more respect	59	1	17	2	76	1
More understanding and helpful	27	2	26	1	53	2
More accepting	11		5		16	5
Expect more	24	3	11	3	35	3
Indifferent	7				7	7
Lack of respect & consideration	6		5		11	6
Older students were a threat	12	4	8	4	20	4

Presented in Table 26 is the content analysis of the question which sought the respondents' perceptions of the younger students' attitudes toward older students. The most frequently mentioned attitude by the group was "indifference" on the part of younger students toward older students. A feeling of "acceptance" ranked first for the females and second for the males and group. The attitude ranked third by the group and females, fourth by the males, was "respect." "openly ignored or isolated" ranked fourth; "tolerance" was fifth; sixth was "resentment;" and seventh was "curious." For the most part the females had more positive perceptions of the younger students' attitudes than the males.

TABLE 26

ATTITUDES OF YOUNGER STUDENTS TOWARD OLDER STUDENTS

Attitudes of Younger Students	Male		Female		Total	
	N* (290)	Rank	N* (156)	Rank	N* (446)	Rank
Indifference	142	1	36	2	178	1
Openly ignored or isolated	34	3	13	4	47	4
Resentment	13	5	3	7	16	6
Tolerance	12	6	8	5	20	5
Acceptance	54	2	65	1	119	2
Respect	32	4	24	3	56	3
Curious	3	7	7	6	10	7

*Represents the number of responses given. Some adults gave more than one response.

As presented in Table 27 the ten most frequent problems which confronted adults were: registration procedures and administrative red tape; parking; courses not available because they were closed, eliminated, or offered only once during the year; lack of time to study; teacher attitudes and teaching methods; poor study habits; lack of academic counseling; required courses offered the same hour; lack of finances; and arranging class schedule around employment.

The ten most frequent problems mentioned by the males were: registration and administrative red tape; teachers and teaching methods; lack of time to study; parking; poor study

TABLE 27

PROBLEMS OF OLDER STUDENTS

Problems	Male		Female		Total	
	N	Rank	N	Rank	N	Rank
Courses not available	19	10	40	1	59	3
Arranging classes around work schedule	7		25	5	32	10
Required courses offered the same hour	6		28	3	34	7.5
Getting classes between 9 - 3	3		8		11	17.5
Parking	30	4	30	2	60	2
Lack of time to study	31	3	21	6	52	4
Poor study habits	25	5	12	10	37	6
Grades and inconsistent grading	23	7	7		30	11
Irrelevant required courses	21	8.5	8		29	12
Large classes	4		5		9	20
Registration and Administrative red tape	35	1	27	4	62	1
Transferring credits	4		6		10	19
Teachers and teaching methods	34	2	9		43	5
Finances	24	6	9		33	9
Lack of academic counseling	18		16	7	34	7.5
Lack of information-- can't get answers	10		15	8	25	13
Lack of preparation and competition from younger students	11		13	9	24	14
Lack of motivation and maintaining interest	16				16	16
Adjustment to routine	21	8.5	1		22	15
Meeting older students	5		6		11	17.5
Using the library	4		4		8	21.5
University housing policies	2		6		8	21.5
Final exams schedule	1		3		4	23.5
Babysitting			4		4	23.5
Lack of self-confidence			3		3	25

habits; finances; grades and inconsistent grading methods; adjustment to school routine; irrelevant required courses; and courses not available.

The most frequent problems listed by the females were: courses not available; parking; required courses offered the same hour; registration and administrative red tape; arranging classes around work schedule; lack of time to study; lack of academic counseling; lack of information; lack of preparation and competition from younger students; and poor study habits.

An interesting note is that the males and females had six common problems listed in the first ten although they were not ranked the same. The males ranked "courses not available" as tenth--the females ranked it first; the females ranked "poor study habits" as tenth--the males ranked it fifth. Registration and administrative red tape ranked first with the males and fourth with the females.

One hundred ninety-eight (100 males, 98 females) adults responded to the questions asking for comments and suggestions for improvements that would help older students. Many adults used this means to express their appreciation at being asked for their opinions. It was evident that these questions also provided some of the adults the opportunity to vent a multitude of feelings about a variety of subjects. Examples of responses to these questions are found in Appendix C. The following outline presents the

content analysis of these questions. The suggestions were tabulated in nine categories.

<u>Suggestions</u>	<u>Frequencies</u>
(1) Special Orientation for Adults	12
1. Help in learning how to study	8
2. Help in learning how to take tests	3
3. Provide information on activities and services	2
4. Learning to use the library	2
5. Help freshmen locate buildings	2
6. Assign juniors and seniors to tell freshmen how to 'get by' in college (what teachers to take, etc.)	2
7. Familiarize veterans with college procedures	1
	<hr/> 32
(2) Special Academic Advisement and Counseling	26
1. Advice on how to return to school	3
2. Help in scheduling classes for the working student	2
3. Help in planning a degree program	1
4. Help in choosing a vocation	1
5. Group therapy with adult students	1
	<hr/> 34
(3) Improved Enrollment and Registration Procedures	
1. Allow early enrollment for work and family responsibilities	5
2. Institute a system of evaluating experience for credit	5
3. Make transfer of credits more flexible and understandable	4
4. Better advanced publicity of pre-enrollment and registration procedures	3
5. Improve general policies for adults	2
6. Clarification of the Bulletin	2
7. Abolish the long lines	1
	<hr/> 22

<u>Suggestions</u>	<u>Frequencies</u>
(4) Academic and Curricular Improvement	
1. Make classes more relevant to reality in society	11
2. Refresher courses for adults (Math specified by 4)	10
3. Allow exemption from certain required basic courses	8
4. Improve the quality of the faculty	8
5. Too many Graduate Assistants--no experience, just read the book	6
6. Enlarge evening course selection	6
7. Abolish the foreign language requirement	5
8. More advanced standing tests for adults	4
9. Professors be more considerate of older students	4
10. Independent study courses for adults	2
11. Classes for adults only	2
12. Smaller classes	2
13. Eliminate departmental exams and English proficiency	1
14. Make the University upper level--Junior through Graduate only	1
15. Change University to Quarter or Trisemester so can graduate earlier	1
16. System of evaluation of professors by students	1
17. Abolish Pharmacy requirements of having to take 12 credit hours each semester for six semesters	1
18. Accelerated programs for older students who can move faster	1
19. Fewer term papers	1
20. No required reading of books on Reserve in the library	1
21. Free tutoring	1
22. Offer upper level courses in the evening	1
	<u>78</u>
(5) Evaluation and Grading	
1. More pass-fail options	2
2. Improve grading system	2
3. Less emphasis on earlier grades of adults	2
4. Minimize personality grading	1
5. Abolish evening tests (test during regular class period)	1
6. Do away with final exams	<u>1</u>
	<u>9</u>

<u>Suggestions</u>	<u>Frequencies</u>
(6) Financial Aids	
1. More financial aid for adults	5
2. Scholarship for older students	2
3. Work-study	2
4. More information available on where to get loans	2
5. Loans for out-of-state students	1
6. A credit union for adults	1
	<hr/> 13
(7) Housing	
1. Improve attitude of administration toward students	4
2. More information on off-campus housing	3
3. Open married student housing to single adults	3
4. Make Hester-Robertson into housing for adult students	2
5. Provide recreational facilities in married housing	2
6. Rent-Equalization Board	1
	<hr/> 15
(8) Social	
1. Older students social and political clubs	10
2. A place for adults to congregate at any time	8
3. Get acquainted function for older students	7
4. Organized recreational activities	4
5. Good adult entertainment on the weekends	3
6. A veterans club	1
7. Seats at football games with other adults	1
8. Newspaper articles about older students	1
	<hr/> 35
(9) Special Services	
1. More commuter parking near classrooms	11
2. Low-cost baby-sitting	4
3. Graduate privileges for adult students in the library	3
4. Make legal aid available to adult students	1
5. Suggestion boxes on campus	1
	<hr/> 20

There were 72 suggestions with 258 frequencies. These are summarized as follows:

<u>Areas</u>	<u>Frequencies</u>
1. Special Orientation for Adults	32
2. Special Academic Advisement and Counseling	34
3. Improved Enrollment and Registration Procedures	22
4. Academic and Curricular Improvement	78
5. Evaluation and Grading	9
6. Financial Aids	13
7. Housing	15
8. Social	35
9. Special Services	20

Academic and curricular improvement; social; special academic advisement and counseling; and special orientation for adults were the most pressing concerns of the adult students.

Individual items most frequently mentioned were:

1. Special orientation for adults
2. Special academic advisement and counseling
3. Make classes more relevant
4. Refresher courses for adults
5. Older students clubs
6. More commuter parking
7. Help in learning how to study
8. Exemption from certain required basic courses
9. Improve the quality of the faculty
10. A place for adults to congregate at any time.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine selected characteristics and educational needs of adult undergraduate students enrolled at the University of Oklahoma in the Fall, 1971, and to suggest ways of improving the educational climate for this expanding population if the data warranted it. A computer printed list of registrations from the Office of Admissions and Records was the source used in identifying the adult undergraduate population of 1,076 students. A questionnaire was developed and mailed to a random sample of 559 adults. Twenty-nine questionnaires could not be delivered; 456 students, 86 per cent, replied; 439 responses, 82 per cent of the sample receiving the questionnaire, were analyzed. Details of the methodology and findings of the study are presented in Chapters III and IV.

Chapter V presents a summary of the findings; conclusions based on the findings; and recommendations.

Summary of Findings

The information gained from the questionnaires provided a description of the subjects which is summarized in Table 28.

TABLE 28

A SUMMARY OF THE PERSONAL CHARACTERISTICS
OF ADULT UNDERGRADUATES

	Male		Female	
	N	%	N	%
Average age	28		32	
Range of ages	25-54		25-62	
Average number of children	1		2	
Marital status				
Single	57	19.32	8	5.56
Married	221	74.92	102	70.83
Divorced	16	5.42	27	9.79
Widow(er)	1	.34	7	1.82
Previous college credit	180	61.02	98	68.06
Spouse's education				
High school	68	30.36	9	8.26
Some college	79	35.27	17	15.60
B.S. or B.A.	69	30.80	38	34.86
Masters	8	3.57	20	18.35
Dr., Lawyer	0		25	22.94
Parents' college education				
Mother	86	29.15	43	29.86
Father	99	33.56	50	34.72
Full-time students	247	83.73	70	48.61
Working towards degree	295	100.00	128	88.89
Full-time employment	85	28.81	14	9.78
Part-time employment	105	35.59	31	21.53
Delayed college education	114	28.64	177	40.32
Interrupted college	181	61.36	262	59.68
Sought counseling	111	37.63	41	28.47
Could use counseling				
Academic	112	53.59	29	37.18
Vocational	54	25.84	29	37.18
Personal	43	20.57	20	25.64
Plan to work in the future	283	95.93	122	84.72
Career changed since high school	212	71.86	107	74.31
Participated in campus activities	75	25.42	20	13.89
Classification				
Senior	192	65.08	65	45.14
Junior	70	23.73	37	25.69
Sophomore	30	10.17	20	13.89
Freshman	3	1.02	14	9.72

Statistically significant values were obtained in the application of the chi square test to the following comparisons--hence the null hypotheses were rejected in these comparisons:

1. The adult male student differed from the female student according to age in favor of the female (that is, the female student was significantly older than the male student).
2. The adult male student differed from the adult female student according to the academic load carried in favor of the male (that is, the male carried a heavier academic load).
3. The adult male differed from the adult female according to marital status in favor of the male (that is, more males than females were single and fewer were divorced).
4. The adult male differed from the adult female according to number of children in favor of the female (that is, female students had more children than male students).
5. The adult male differed from the adult female according to the spouse's level of education in favor of the females (that is, more husbands of females had done graduate work).
6. The adult male differed from the adult female according to the number working toward a degree in favor of the male (that is, more males than females were working toward degrees).
7. Adult male students differed from adult female students according to employment in favor of the male students (that is, more males than females were employed).
8. The adult male student differed from the adult female student according to future work plans, in favor of the male (that is, more males than females planned to work in the future).

Statistically significant values were not obtained in the application of the chi square test to the data in the

following comparisons (that is, the null hypotheses were not rejected in these comparisons):

1. The adult male student and the adult female student did not differ according to having had previous college work elsewhere (that is, there was no statistically significant difference between the number of adult males with previous college work and the number of adult females with previous college work).
2. The adult male student and the adult female student did not differ according to parents attending college (that is, there was no statistically significant difference in the number of parents who had attended college).
3. The adult male student and the adult female student did not differ according to the number delaying or interrupting their college education (that is, there was no statistically significant difference in the number of delays or interruptions of males and females).
4. The adult male student and the adult female student did not differ according to the number who sought counseling (that is, there was no statistically significant difference in the number who had sought counseling).
5. The adult male student and the adult female student did not differ according to career changes since high school (that is, there was no statistically significant difference in the number of career changes of male and female adult students).

The problems mentioned most frequently by the adults were: registration procedures and administrative red tape; parking; courses not available because they were closed, eliminated, or offered only once during the year; lack of time to study; teacher attitudes and teaching methods; poor study habits; lack of academic counseling; required courses offered during the same hour; lack of finances; and arranging class

schedule around employment. Males reported greater difficulty with registration; females had more problems with courses not being available.

Responses to the questions asking for comments and suggestions rendered the following most pressing needs: academic and curricular improvement; social activities; special academic advisement and counseling; special orientation for adults; improved enrollment and registration procedures; special adult services; changes in housing policies; financial aids for adults; and changes in evaluation and grading.

Specific suggestions important to planning for adults are listed in Chapter IV, pages 58 through 60.

Conclusions

From the results presented and within the limitations of the study, the following conclusions appear to be warranted:

1. Although differences do exist between adult male undergraduates and adult females in regard to needs and motivations, it is more a matter of the degree of difference than the difference itself. Therefore, a program that would solve the problems of one sex would necessarily improve the conditions for the opposite sex.

2. The subjects ranged in age from 25-62, with 20 per cent under 35. The majority of the subjects had previous

college experience elsewhere, were working toward degrees, had changed their career objectives since high school, were going to college for vocational reasons, and planned to enter the world of work upon completion of their educational programs.

3. The average male was 28 years old, married, had one child, was employed either full- or part-time, and was classified as a Senior (65 per cent).

4. The average female was 32 years old, married, had 2 children, was not employed, and was classified as a Junior (26 per cent) or Senior (45 per cent).

5. The majority (72 per cent) of the adults were full-time students. However, more females (51 per cent) were part-time students.

6. The majority of the parents of the subjects had attended college. The majority of the spouses had some college education, more husbands of female students had done graduate work.

7. More adults had their college education interrupted than delayed with more females than males having delayed their education.

8. More males than females had sought counseling although a majority of subjects had not.

9. Although the majority of the adults had not participated in campus activities, more males than females indicated participation.

Recommendations

1. Admission standards must be established specifically for adult students. Some of the comments from the students indicated that they felt they "should not be penalized by poor grades made in high school or college ten years earlier." Although it is difficult to evaluate credits earned from other institutions ten to twenty years ago, efforts must be made to give the student the maximum consideration in determining advanced standing. Special tests should be devised to give more opportunity to adult students to receive credit for course work by passing qualifying examinations. Advanced standing and placement could thus be acquired by those adult students whose previous work experience or academic progress could not be evaluated or determined by the usual educational practices.

2. Special scheduling of classes for adults deserves attention such as: one three-hour session per week rather than one hour daily for three days; opportunity for independent study; waiver of certain required basic courses; pass-fail options, particularly in introductory and basic courses; more sections of basic courses offered in the mornings and between nine and three o'clock; and required courses offered more than once during the year.

3. Many requests were made by the adult students for classes taught by professors having both practical and

theoretical knowledge--not graduate assistants. It is recommended that some classes be offered for adults only and that the professors for these courses be carefully chosen based on their interest in and recognition of the unique needs and problems of the adult student.

4. The establishment of an Adult Center is strongly recommended. Such a Center, properly staffed, could help solve the problems of adult undergraduates and enhance their chances for optimum learning. The minimum staff required to operate such a Center would be: (1) One full-time director who has a student personnel background with experience, an interest in, and knowledge about the education of adults; (2) One full-time testing/counseling person; (3) One graduate assistant; (4) Appropriate clerical staff; and (5) Two undergraduate assistants (one male, one female) who are Juniors or Seniors.

Some of the main functions of the center might be: recruiting and admissions interviews; provide information on financial aids such as scholarships, where and how to secure loans, and part-time employment; orientation of adults returning to college; help in learning how to study and use the library; academic, vocational (including testing), and personal counseling; assistance in arranging class schedules around employment and family responsibilities; and help in organizing activities for adult students. The staff of the Center would continually study and evaluate curricular needs;

develop scheduling innovations; and meet with academic departments in an effort to convey adult students' needs.

Located within this Adult Center should be a lounge with tables and chairs and comfortable furniture. Refreshment vending machines are essential as well as a library corner with current career information; resource books such as dictionaries, a manual for writing term papers, and test files on various courses; current class schedules; departmental catalogs; a calendar of events; and a list of adult undergraduates with their addresses, phone numbers, and majors.

To be of utmost assistance to the adult students this Center should be located centrally on campus as near to the library and administration building as possible. This would afford easy communication with offices such as the Office of Admissions and Records as well as be in the "line of traffic" as students go to and from classes.

It is urged that the Adult Center be open evenings and weekends as well as daily with a member of the staff always available. The key to the success of the Adult Center lies in the services afforded students by the staff and in the interaction of the adult students in their use of the Center.

5. Of interest in the future would be a follow-up study of the adult undergraduates in this study to determine

the number who graduate, their experiences following graduation, and their evaluation of the program.

6. An area of value to include in replicating this study in the future would be the grade-point averages of the respondents. Comparisons could then be made with their high school and previous college grade-point averages as well as with the regular undergraduates currently enrolled in college. This information could be invaluable in developing admissions standards for adult students.

7. Of significance to the University would be an in-depth study of the community and surrounding areas identifying the educational needs of those adults who could be potential undergraduates if they were informed of and encouraged by an educational service such as the Adult Center.

BIBLIOGRAPHY

Books

- Bergin, Thomas P. "Continuing Education in the United States--
The Challenge and Responsibility." The Task of Uni-
versities in a Changing World. Edited by Stephen D.
Kertesz. Notre Dame, Indiana: University of Notre
Dame Press, 1971.
- Dennis, Lawrence E. "The Other End of Sesame Street." New
Teaching, New Learning. Edited by G. Kerry Smith.
San Francisco: Jossey-Bass, Inc., 1971.
- Downie, N. M., and Heath, R. W. Basic Statistical Methods.
2d ed. New York: Harper and Row, 1965.
- Engelhart, Max D. Methods of Educational Research. Chicago:
Rand McNally, 1972.
- Farmer, Martha L., ed. Student Personnel Services for Adults
in Higher Education. New Jersey: The Scarecrow Press,
Inc., 1967.
- Ferguson, George A. Statistical Analysis in Psychology and
Education. 2d ed. New York: McGraw-Hill, 1966.
- Folger, John K.; Astin, Helen S.; and Bayer, Alan E. Human
Resources and Higher Education. New York: Russell
Foundation, 1970.
- Goldberg, Maxwell H. "Expectations and Responsibilities of
Higher Education for the Mature American." Current
Issues in Higher Education 1966. Edited by G. Kerry
Smith. Washington, D. C.: Association for Higher
Education, 1966.
- Sanford, Nevitt. "The Contribution of Higher Education to
the Life of Society." Higher Education: Demand and
Response. Edited by W. R. Niblett. San Francisco:
Jossey-Bass, Inc., 1970.

Articles

- Benezet, Louis T. "General Education for the Adult in Contemporary Society." Journal of General Education, II (July, 1948), 336-40.
- Benne, Kenneth D. "Adult Education in the University." Journal of Higher Education, XXVII (November, 1956), 413-18.
- Chambers, M. M. "Operation: Second Chance." The Journal of Higher Education, XXXVIII (April, 1967), 206-11.
- Charles, Don C. "The Older Learner." The Educational Forum, XXXV (January, 1971), 227-33.
- Conley, William H. "The University's Role in Adult Education." Journal of Higher Education, XXVI (January, 1955), 14-17.
- Cook, Barbara. "Woman's Search for 'A Way of Becoming.'" Journal of the National Association of Women Deans and Counselors, XXXIV (Fall, 1970), 23-27.
- Doty, Barbara A. "Why Do Mature Women Return to College?" Journal of the National Association of Women Deans and Counselors, XXIX (Summer, 1966), 22-25.
- Ferguson, Marie A. "Adult Students in an Undergraduate University." The Journal of College Student Personnel, VII (November, 1966), 345-48.
- Halfter, Irma. "The Comparative Achievement of Young and Old." Journal of the National Association of Women Deans and Counselors, XXV (January, 1962), 60-67.
- Hiltunen, Wandalyn A. "A Counseling Course for the Mature Woman." Journal of the National Association of Women Deans and Counselors, XXI (Winter, 1968), 93-96.
- _____. "Adults As College Freshmen." The Journal of College Student Personnel, VI (June, 1965), 208-11.
- Letchworth, George E. "Women Who Return to College: An Identity-Integrity Approach." The Journal of College Student Personnel, XI (March, 1970), 103-06.
- "Long Way from Vietnam." Newsweek, October 4, 1971, pp. 50-55.

- Matthews, Esther E. "The Counselor and the Adult Woman." Journal of the National Association of Women Deans and Counselors, XXXII (Spring, 1969), 115-21.
- Meeth, L. Richard. "Innovative Admission Practices for the Liberal Arts College." The Journal of Higher Education, XLI (October, 1970), 535-46.
- Merideth, Elizabeth, and Merideth, Robert. "Adult Women's Education: A Radical Critique." Journal of the National Association of Women Deans and Counselors, XXXIV (Spring, 1971), 111-20.
- Myers, Cora H. "Special Problems Encountered by Mature Women Undergraduates." Adult Leadership, XXVII (Spring, 1964), 137-39.
- Norman Transcript, December 20, 1971, pp. 1, 4.
- Porter, Lee. "Adults Have Special Counseling Needs." Adult Leadership, XVIII (March, 1970), 275-76.
- Rossi, Alice S. "Ambivalence in Women: Should We Plan for the Real or the Ideal?" Adult Leadership, XVI (September, 1967), 100-18.
- Steif, William. "GI Bill Failing to Attract Vietvets." College and University Business, XLVII (September, 1969), 63-65.
- Stern, Milton R. "Continuing Education." The Journal of Higher Education, XLII (April, 1971), 322-35.
- Tinker, Anne Hall. "Programs for Mature Coeds." Adult Leadership, XIII (March, 1965), 283-304.

Unpublished Doctoral Dissertations

- Erickson, Mildred B. "An Analysis of Selected Characteristics and Needs of Adult Undergraduate Students Attending Michigan State University, Fall Term, 1966." Unpublished Doctoral Dissertation, Michigan State University, 1968.

Public Documents

- U. S. Department of Health, Education, and Welfare. Participation in Adult Education: Initial Report 1969. Washington, D. C.: Government Printing Office, 1971.

APPENDIX A
LETTER TO UNIVERSITY STUDENTS ENCLOSING
ADULT UNDERGRADUATE QUESTIONNAIRE

APPENDIX A

Dear University Student,

This letter is to solicit your participation in a study of all undergraduate students who are beyond the age of the regular student at the University of Oklahoma. The purpose of this project is to gather pertinent information to be used in writing my dissertation for the Ph.D. in Higher Education.

It is hoped that the data collected will be used by the University to improve the status of programs and services now afforded the older undergraduate student. Your cooperation will benefit many students.

I know your time is limited, but I would appreciate your completing and returning the enclosed questionnaire at your earliest convenience. A stamped, self-addressed envelope is provided.

You may be assured that no attempt will be made to identify names with questionnaires, and that any personal information will be kept confidential. The value of this study depends on your conscientious participation. Please let me hear from you soon.

Thank you for your interest and time.

Most sincerely,

Anna Sue Barney
3721 N. College
Bethany, Oklahoma 73008

Enclosure

APPENDIX B
ADULT UNDERGRADUATE QUESTIONNAIRE

APPENDIX B

ADULT UNDERGRADUATE QUESTIONNAIRE

ALL INFORMATION GIVEN ON THIS QUESTIONNAIRE IS CONFIDENTIAL.
PLEASE DO NOT SIGN YOUR NAME. THANK YOU.

1. Marital Status: Single__ Married__ Divorced__ Widow(er)___
2. Sex: M__ F__ Age:_____ Number of children:_____ Their ages:_____
3. Spouse's level of education:_____ Spouse's occupation:_____
4. Did you begin your college education at another institution? Yes__ No__
5. How many hours are you taking this semester?_____ Major:_____
6. Are you working toward a degree? Yes__ No__ Class:_____
7. What hours do you prefer to have your classes?_____
8. Was your college education initially delayed __ or interrupted __? What was the reason?_____
9. Why are you going to college now?_____
10. Are you presently employed? Yes__ No__ Full-time__ Part-time__
11. Do you plan to work after your college program is completed? Yes__ No__
12. How are you financing your education?_____
13. Did you have trouble when you returned to school in re-adjusting to class work? Yes__ No__ If yes, explain:_____
14. Would it help, in adjusting to college, to have: An orientation meeting __ An orientation course __ Neither __ Other, explain:_____
15. Have you sought counseling? Yes__ No__ Could you use: Academic counseling?__ Vocational counseling?__ Personal counseling?__
16. Do you believe that professors' attitudes are different toward the older students than toward the younger student? Yes__ No__ If yes, in what way?
17. How do you think the younger students feel towards you?
18. Did your parents go to college? Father_____ Mother_____

19. Have your goals or career expectations changed since you graduated from High School? _____
20. Do you participate in campus activities now? Yes _____
No _____ What kind of recreational activities or social groups would you be interested in?
21. What are or have been your biggest problems at the University?
22. Do you have suggestions for improvements that would help older students?
23. Any further comments you would like to make?

APPENDIX C
EXCERPTS FROM OPEN-ENDED QUESTIONS

APPENDIX C

QUESTION: Do you have suggestions for improvements that would help the older students? (The following are five examples of responses to this question.)

1. "I would recommend that a system of evaluating prior experience for credit be established and used. As an example of the system here, I would point out that I was required to complete a freshman course in English without any consideration of over six years experience as a professional technical writer.

Individual schools place limitations on the number of hours they will accept for other training. Business colleges will accept eight hours, engineering colleges accept none. I fail to see any real reason for such determination.

It is realized that OCCE does accept outside training and experience. This is fine if one wants a degree in liberal studies.

In my case, I transferred in 18 hours of physics and yet had to take an additional basic science course because none of the 18 hours were longer than three hours. Such reasoning merely serves as obstacles to completing requirements for a degree."

2. "With the level of undergraduate education being so low and trivial and the expense so high as well as the B.A. value declining, I think programs should be established to get the older student out and on his way as quick as possible. He generally knows where he is going and isn't there because of his parents, it being the 'in' thing, or there's the draft or nothing better to do.

Tenure and lack of requalification testing, I think, are some of the most damaging situations on this campus. When you have 3 out of 21 qualified to extend their services to the public, or that don't have to rely on teaching for survival, it becomes quite indicative of the quality of education. Too, there is the misconception that buildings make an institution, so therefore we must build, build, build Where lies the minds of the administration and state. Fifty percent of the university budget is spent on the physical plant itself; --at the same time, at peak class times, only 15% of allocated class

rooms are in use. The university is a by-product of American society but is not one educated to correct the deficiencies around him. Oklahoma is the sixth school I have attended and, personally, over-all it would have to rate sixth. Recently we had our first bombings-- that, 7 years behind the average university and like wearing skirts 6" below the knees with bobbi-socks. The reason for coming to O.U. was because of the acclaimed people once affiliated with the university, who have since moved on for the same reasons I have given. Unless people affiliated with the university wake up, it will be as quoted by an Oklahoma City leader, 'Pitiful to think as a state we are either No. 1 or 2 as a football team and 48th in the field of education.' I guess what I am basically saying is that any improvement at all at O.U. would be a major improvement."

3. "There needs to be more ways for the older students to become involved in the campus community especially those who commute. I realize this is the fault of the student usually (as in my case), but I still feel the school lacks areas for the older student to involve himself. It has increased to a great extent in recent years with the downfall of dominance by sororities and fraternities but could still go further."

4. "Reduce the liberal arts requirements in proportion to the very liberal education one receives in everyday life. For that matter, abolish requirements and even degrees-- just give me a transcript that says I know my geology, math, chemistry, and physics darn well and that's all. As long as I have a job, I could care less if people think I'm not a 'Renaissance Man' because of my 'technical' degree. I really want to start working and hate wasting time and money. Next semester, for instance, I have to take Introduction to Music so I can appreciate music before I graduate. I have 23 albums of 'classical' music and many more of jazz, popular music, etc. Why should I have to memorize composers by sitting in a classroom, listening to their music?"

It's my money and my time. I've played their game for 4½ years. Next year I'm going to a graduate school that will let me take exactly what I want. Can't say I'm sorry to leave O.U.

Even if it can be argued that a well-rounded education makes you a better person (neglecting the fact that not

all education is formal), there is no moral justification for forcing me to waste time and money and any justification for the good of society 1) should not outweigh the good of the individual, and 2) probably can never be statistically supported."

5. "Yes--encourage the professors to get out of the classroom occasionally and pick up some practical experience in their fields.

I would like to see a change in course requirements for the older students so that we won't be forced into so many introductory courses that are meaningless to us, a bit childish, and above all, a drain on our pockets.

I would also like to see some courses offered that would allow only older students to enter and give us a professor with a little practical knowledge.

Most of my objections stem from being treated as an 18-year-old who doesn't know my own mind and must be led by the hand through enrollment, class, counseling, etc.

However, I'm happier with college life than I was seven years ago. I'm more active in class, have more interest in what I'm doing, and in general have a more mature outlook on my classwork than what I did.

It also seems to me that there are enough older and/or married students on campus that we could enjoy a little more social life than we do now. It's especially important to a working wife who must put in 40 hrs. a week in addition to raising a family and keeping house that she can get out once in awhile and enjoy the company of other working wives and their husbands. The men can BS all day on campus while between classes, but the wives are a little restricted in their socializing. I would also like to see more recognition on the part of the University for the working wives who spend 4 to 7 years at a thankless and glamourless job putting hubby through college.

That's about it--no real gripes or suggestions. I'm only interested in getting that sheepskin because it's what brings the money in, not what you know. If I learn something in the process, then so much the better.

Hope I've been of some help to you."

QUESTION: Any further comments you would like to make? (The following are 11 examples of responses to this question.)

1. "These comments are meant only for O.U. There is almost no problems between older and younger students. The main and almost only problem is with older students and professors that have never been out of an university atmosphere. Many of the professors here (mainly Pol. Sci., Soc., and Econ.) are trying to teach about a system which they have never been a part of, or made a dollar in, or understand. Most older students know when the professor is teaching fact or his own leftist political opinion. The professor knows the old student knows. If the older student poses any problem it is to the unfit or politically orientated teacher. (And there are plenty at O.U.)

There is no problem between older and younger students except with young radicals but those problems could be solved with better teachers.

Thanks for asking."

2. "Formal education procedures seem unrelated to reality. Quote often it is too heavily orientated toward preparation for advanced work rather than toward practical application in society.

I definitely feel a modular education system would be much more practical. This system would be orientated on a one course at a time approach for much shorter periods. This would have the following benefits:

End conflict of interest between instructor and course. (A student would not have let some course slide because of time demands from other courses.)

More immediate feedback on quality of education.

Chance to make up deficiencies when necessary.

During periods of illness no classes would need to be made up because course could be dropped and re-entered within a few weeks. Vacations or periods of research could more easily be scheduled. Quality of instruction would go up. For example: a G.A. with 6 hours teaching assignment would teach 6 weeks, 16 hours per week, would spend next 10 weeks working toward his own education.

Instructor wants to make field trip for purposes of re-
search has 12-hour teaching assignment per semester and
6-hour summer assignment; he could teach 30 weeks, which
could be split into 3-week sections, and have 22 weeks
which could be taken in any length sections needed.

The main disadvantage would be the need for more continu-
ous enrollment procedures, class scheduling procedures
and advisement. This would probably be absorbed however
by assigning these duties to staff members as a full-
time job, allowing better knowledge and more efficient
handling which comes from a more continuous operation
at a smaller level than large impulses at discrete times."

3. "The University today is a meat-processing operation,
with more meat than it is designed to handle. Only major
changes in attitude could improve it."
4. "My department is training everyone as if they all intend
to live the same way, with a lot of the same rhetoric as
in high school about the importance of things which I
know will be of no use to me. Roll is taken in these
classes, and attendance slips sent to the office, grades
dropped, etc. School is too much like TV; playing at
the thing instead of actually being in, architects who
don't practice because it's not fun, but tell you to do
it."
5. "Although I do not have the facts, these are my impres-
sions: Most of the older undergraduates have two things
in common; they are veterans and they are commuters
(either living off campus in Norman or in Oklahoma City
or in nearby communities). So, by improving the lot of
commuters, or the lot of veterans, you will make many
older undergraduates happier.

Most of us are like me--apathetic about extra-curricular
activities. Most live and work off campus and simply
come to campus to go to classes and drink coffee between
them. We are hard to organize for any type of function
or activities. I would wager that athletic events are
the most popular form of outside of class activity and
very little else would interest us.

I wish I could offer more constructive comments; your
project sounds very interesting. In fact, when your pa-
per is published, please have someone from the Daily
publish your general conclusions--it would interest many.
Good luck."

6. "When I first came to O.U. in September, 1970, I 'ran' all over the campus just trying to get enrolled and to find my advisor. When I finally found my assigned advisor, he turned out to be in the wrong field and I had to find another one. My final advisor was a graduate student who didn't have the faintest idea what he was doing. I advised myself the following semester, doing somewhat better, but still not sure I was taking the right subjects. This semester I decided to get an advisor again, but she enrolled me in two courses for which I did not have the pre-requisites. Being rather slow to catch on, I didn't know what she had done until classes started. The way advisors are selected puzzles me. It is very important to get someone who is knowledgeable in the position of advisor. Also, isn't there some way that a student can pre-enroll and know that the computer isn't going to assign two or three courses for the same time period? Perhaps I am not the average student. I find it difficult to understand university procedures in enrollment, advising, and in requirements. Perhaps an orientation for older students, or a club or group interested in helping students, who are over the usual age of most, getting adjusted on campus and providing a meeting ground for them to get acquainted would help."
7. "If you wish to talk with me I will be more than willing to do so. I have commented on a few of my own personal problems . . . , but I can explain them in more detail if you like.
- 1) I had difficulty in keeping up with students just out of high school who had a lot better preparation than those students returning after a long absence. Perhaps some kind of prep courses to help older students obtain better study habits; teaching them to read faster and more efficiently, and helping them with math skills would be very beneficial. These courses could precede the freshman English, math, history, etc. courses that everyone has to take. I also found professors were often unaware of the greater difficulty older students were having and not always willing to give them special help or consideration.
 - 2) I had previously attended Oklahoma University--right after I graduated from high school--at that time I failed quite a few courses and finally left and went into the service. I returned last year after a 6-year absence with a much more serious attitude about obtaining an education. My work thus far has been adequate but not excellent as I have found it difficult to study again. However, my

average is well over a 2.0, if just my work in the last year had been considered. However, the 'F' grades from my previous attendance at this university are still included in my grade point average. I have been constantly on probation, even though my present work is nowhere near failing. This worry of whether or not I am going to 'flunk out' each semester only adds to the difficulties already mentioned above of learning how to study again. My grade point with my previous record included is about 1.6; if my previous record were not included I would have a cumulative over-all record of 2.397. This is not indicative of work by a student on probation and yet it is impossible for me to get off probation because of my previous record. At the end of this semester I will have over 90 hours but not a 2.0 average; University College will no longer keep me, and unless the College of Business Administration admits me, I will be kicked out of the University. The College of Business Administration requires a 2.0 minimum average for admission. So as it stands, I may flunk out of school without receiving a single 'F' since I have returned to school. I talked with the dean and he said 'Rules are Rules' and no special consideration is ever given. I find my present predicament a very definite and unfair obstacle that might prevent me from getting a college education. Certainly students just out of college with an average like my present average would not even be on probation, no less flunking out of school. Why should my sincere efforts at obtaining an education be penalized and thwarted by something done 7 years ago and no longer indicative of my present ability, achievement, and purpose in life?"

8. "I used to enjoy school very much. I enjoyed the competition. I enjoyed the opportunity to go back to school after having to drop out. However, it has become a real drag most recently due to pressures of maintaining a normal life and going to school too. Nothing I have ever done has been harder. My wife and family have sacrificed, I have sacrificed. Probably the thing I most look forward to at this point is to come home in the evening and not have to worry about anything but relaxation and doing those things I enjoy doing. College has changed my personality from that of being an easy-going type to being a nervous aggressive type. Not only has it changed me but I see the reflections of these traits in my wife. Her life has become more complex. Because she has worked at such a wide variety of jobs and had so many different types of experiences, I'm sure her world has become more interesting but she has also become less concerned with the little things that I admired in her personality when

we were first married. She is less satisfied with our standard of living than ever before. She expects my degree to change all that, I think--I hope. But I'm not sure that I want to make a lot of money and influence a lot of people--I just want to make enough to be happy and comfortable. --The question is will my wife accept that kind of attitude now.

As you can imagine, this is all very complex but one thing which is foremost in my mind is whether my college degree is going to do for me what I initially thought it would--and has it really done me that much good. I am a talented person artistically and I enjoy working and doing physical jobs. As a so-called 'blue-collar' worker I most certainly would have been established by now and been relatively successful. I'm sure my family routine wouldn't have suffered such hardships and I probably would be very happy.

But satisfaction and the prestige of getting a college degree in a time when a degree labels a man as a success most certainly has driven me to college. On the eve of completion I can see a disappointment. Jobs are hard to find for anyone without a 3 point. Even the jobs available don't appeal to me because they are impersonal mechanical things. Money for an engineer is equivalent to and sometimes below some skilled labor union job where 8 hours is all that is required--no come back after supper and work till 12 on some project that has to be evaluated and re-evaluated by supervisors who aren't that well informed but none-the-less can 'veto' all your dedication in 3 minutes. (Incidentally, this has not happened to me personally but I have worked in engineering offices and detected the pattern of events first hand.) Industry says they want engineers, but they use them like prostitutes. I ask you . . . does this really sound like getting ahead. I have incurred up to \$4500 indebtedness and it has amounted to achieving something I'm not sure I even want.

Counseling might be blamed for my dissatisfaction but if I were a new student today, ignorant of any college experience, I would probably embark on the same course even with a host of counselors--not because I would have an overwhelming urge to become an engineer but because counselors are saying the same thing now as they did then.

College has indeed changed my life but I'm not going to recommend it to anyone as the answer to all problems. It is supposed to round out a person mentally and socially

perhaps, but it has only opened my eyes to the lop-sided importance of a degree, and it certainly has hurt more than helped our social life these past 7 years."

9. "I came to this University (1) to get an education, (2) to associate myself with the 'now generation,' (3) to get a degree. I will leave here with a degree and a considerable amount of education, but don't expect to realize my #2 goal. With the exception of some fringe groups, I have found the student body to be as concerned and as committed as a 'jar of mayonnaise.'"
10. "Am glad to see you are doing a study of 'older' students. I feel we are a 'fringe' and are generally ignored or barely tolerated. I feel I am getting so much more out of college now than I did 19 years ago, now I'm serious about the business of learning."
11. "May I commend you on your project. I think you are (or will) do a lot of people a lot of good with the information you can make available to them with your thesis."