

THE DEPENDENCY OF ADULT VOCATIONAL STUDENTS  
ENROLLED AT GORDON COOPER AREA  
VOCATIONAL-TECHNICAL SCHOOL  
UPON FINANCIAL AID

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## CHAPTER I

### INTRODUCTION

Financial Aid opens the door to postsecondary education for many who could not otherwise afford its cost. The major goal of student aid is to make the educational opportunity of all students coming from less-fortunate financial conditions equal to that of the normal student by providing aid to adjust for the difference. The largest monetary award goes to the financially poorest student, while monetary awards to more financially able students decrease in size.

The denial or discrimination of any group's education may affect the cultural adjustment, social status, and personal enjoyment of its members. The vast majority of adult vocational students are economically disadvantaged (Gross, 1978). The concept of disadvantage is that there are social, cultural, and economic circumstances which act systematically to discourage or prevent people in certain geographical places and with certain environmentally imposed constraints from obtaining adequate education, income, and dignity (Gross, 1978).

Where an individual fits into the nation's social structure has a great deal to do with the types of information about opportunity, encouragement, or education the person is

likely to obtain. The disadvantaged are seen as getting inadequate information, sparse encouragement, and inadequate training to move out of poverty (Gross, 1978).

The rapid pace of social, economic, and technological change has created pressing needs for postsecondary educational opportunities for adults. Many adults are barred from advancement or self-sufficiency by lack of access to, and lack of retention in, postsecondary educational opportunities appropriate to their needs, and by lack of information or support services about the availability of postsecondary opportunities. Adults whose educational needs have been inadequately served during youth, or whose age, sex, race, handicap, national origin, rural isolation, or economic circumstance cause a barrier, are less likely to take advantage of postsecondary educational opportunities (Christoffel, 1981).

If we can get the disadvantaged and lower-income groups into vocational training, we must be able to keep them there. Financial aid can help overcome the unique problems and needs of adults who are disadvantaged. While it is true that financial aid cannot support a student through school, it can help defray some of the direct educational costs.

#### Statement of Problem

The problem of this study was the lack of information concerning adult vocational students' dependency upon some

form of financial aid to begin and continue their vocational training.

### Purpose

The purpose of this study was to gather data concerning the number of adult students using financial aid programs at Gordon Cooper Area Vocational-Technical School, and determine if their enrollment or continuing enrollment was dependent upon this aid.

### Objectives

1. To establish a needs profile of adult students enrolled at Gordon Cooper Area Vocational-Technical School.
2. To determine if the adult student using financial aid at Gordon Cooper Area Vocational-Technical School would remain in school without the aid.
3. To determine if adult students enrolled at Gordon Cooper Area Vocational-Technical School are aware of financial aid programs and their availability.

### Assumptions

The assumptions basic to this study were:

1. The students involved in this study were representative of future enrollees.
2. That the answers given by the students were true and honest expressions of their opinions.

## Scope and Limitations

This study was conducted within the following constraints:

The population sample was restricted to students currently enrolled at Gordon Cooper Area Vocational-Technical School; therefore, this study's group findings cannot be generalized to other populations.

## Definitions

The following terms have been defined for use in this study:

Adult - A person past the age of compulsory school attendance.

Cost of Education - The total amount of expenses a student will incur while in school. These expenses include room and board, transportation, tuition fees and supplies.

Disadvantaged - People whose social, cultural, and economic circumstances act systematically to discourage or prevent them from obtaining adequate education, income and dignity.

Grant - A monetary award based on financial need. This award does not have to be paid back.

Guarantee Agency - The organization that administers the Guaranteed Student Loan and PLUS programs in your state.

Loan - Borrowed money that must be repaid with interest. The amount of loan is determined by the financial need of the student.

Postsecondary - Education or training after high school.

Promissory Note - The legal document signed when you receive a student loan. It lists the conditions under which money is borrowed and the terms under which agreement is made to pay the loan.

Scholarship - Gift aid of money usually offered to encourage students with exceptional abilities or potential to attend school.

Vocational Student - A person enrolled in educational courses to meet the needs for employment preparation.

Work-study - A program which gives the student the opportunity to work and earn money while enrolled in school.

### Organization of the Study

Chapter I has identified the problem, purpose, objectives, assumptions made by the researcher, limitations and scope, and definitions used in the study.

Chapter II presents a review of related literature on financial aid, vocational clientele, and barriers to post-secondary education.

Chapter III details the procedures design, instrumentation, subjects, data collections, and statistical treatment of the study.

Chapter IV includes a presentation and analysis of the findings of the study.

Chapter V includes a summary of findings, conclusions, and recommendations.

## CHAPTER II

### REVIEW OF LITERATURE

The Management of Student Aid (1979) lists three major conditions which are significant to a student's enrollment and retention in school. These conditions are the closeness of the institution to the student's home, the general make-up of the student body, and the student aid offered.

These conditions all interrelate to the three categories presented in the review of literature. These categories include:

1. Financial Aid Programs
2. Vocational Clientele
3. Barriers to Postsecondary Education

These three categories are fundamental to the problem under investigation.

#### Financial Aid Programs

Financial Aid for postsecondary students has grown at an accelerating rate over the past twenty years. When the first legislation for the National Defense Student Loan Program was enacted in 1958, student aid was a relatively small program in most institutions (Management of Student Aid, 1979).

Federal Student Aid Programs grew gradually until the passage of the Basic Educational Opportunity Grant (BEOG) Program in 1972 (Management of Student Aid, 1979). This program is now known as the Pell Grant Program. This year (1984-85) more than \$11.5 billion will be spent on Federal financial assistance directed toward those who need help to afford the cost of postsecondary education (U.S. Department of Education, 1983).

In addition to the federal programs, there has been increasing student aid support through state agencies that provide aid to students at independent as well as public institutions (Management of Student Aid, 1979).

There are several different forms of financial aid; these include grants, scholarships, work-study, and loans.

Grants are awards offered to students according to their financial need. This aid is offered as a gift that the student is not expected to pay back. The Management of Student Aid (1979) includes scholarships in the term "grant." Scholarships are usually offered to encourage students with exceptional academic, athletic, or artistic ability to attend a particular institution.

Many institutions offer work as a form of student aid. In addition to the general work opportunities available to students, specific services, such as teaching and research assistantships, are also sometimes provided. Students are paid by the hour or term (Management of Student Aid, 1979).

Loans, as opposed to grants, are offered to students



with the understanding that they will be paid back in full, plus interest, by some future date, although repayment does not begin until after the student has terminated his or her education. Some loan programs also provide for cancellation. The purpose of the student loan program is to guarantee low interest loans for all qualified students in order to help meet their postsecondary educational expenses (Management of Student Aid, 1979).

The U.S. Department of Education (1983) offers five major student financial aid programs:

- Pell Grants
- [Supplemental Educational Opportunity Grants (SEOG)

College Work-Study

National Direct Student Loans

Guaranteed Loans

PLUS Loans  
(p.3)

The U.S. Department of Education (1983) gives the following definition of the Pell Grant:

Pell Grants are awards to help undergraduates pay for their education after high school. The Pell Grant Program is the largest Federal student aid program. For many students, these grants provide a "foundation" of financial aid, to which aid from other Federal and non-Federal sources may be added. Unlike loans, grants do not have to be paid back (p. 15).

A standard formula is used to evaluate information you report when applying for a Pell Grant. The calculation of the formula determines if you are eligible for a Pell Grant. This formula guarantees equal treatment for all applicants

but it also means that no exceptions are made for unique financial circumstances of students or their families (U.S. Department of Education, 1983).

Currently, the amount of award ranges up to \$1,900. How much a student receives depends on the Student Aid Index number, determined by the formula, whether the student is a full- or part-time student, how long the student will be enrolled in the current academic year, and the cost of education at the school enrolled in (U.S. Department of Education, 1983).

A Supplemental Education Opportunity Grant (SEOG) is also a grant to help pay for undergraduate education after high school. It is used in cases of exceptional need. Each school receives a set amount of money for Supplemental Educational Opportunity Grants and when that money is gone, there are no more Supplemental Educational Opportunity Grants for that year. Awards range up to \$2000 a year based on student need and the availability of funds at the school being attended (U.S. Department of Education, 1983).

College Work-Study (CWS) gives the student an opportunity to earn money to help pay educational expenses. The pay will be at least the current Federal minimum wage, but may also be related to the type of work and its difficulty. The jobs may be on or off campus as long as they are for a public or private nonprofit organization. Work schedules are set by the school and payment will occur at least once a month (U.S. Department of Education, 1983).

A National Direct Student Loan is a low-interest (5 percent) loan to help pay for education after high school. The amount of award depends on need and the type of program the student is enrolled in. A vocational student is eligible for \$3000 if less than two years toward a Bachelor's degree has been completed. The loan is to be paid back six months after graduation, leaving school, or dropping below half-time status. The student is allowed ten years to repay the loan. There are special conditions which can defer or cancel repayment of the National Direct Student Loan (U.S. Department of Education, 1983).

The Guaranteed Student Loan is given this definition by the U.S. Department of Education (1983).

A Guaranteed Student Loan (GSL) is a low-interest loan made by a lender such as a bank, credit union, or savings and loan association to help pay for education after high school. These loans are insured by the guarantee agency in your state and reinsured by the Federal Government.

For new borrowers, the interest rate is 8 percent. For students who currently have a 7 or 9 percent Guaranteed Student Loan, the interest rate on additional Guaranteed Student Loans will continue to be 7 or 9 percent (pp. 24-25).

An undergraduate student may borrow up to \$2500 a year with a maximum debt of \$12,500 allowed. A student cannot borrow more than the cost of education at the school attended. If family income was more than \$30,000 for the previous year, financial need will have to be shown. The student must sign a promissory note at the time the loan is made. The Guaranteed Student Loan, like the National

Direct Student Loan is to be paid back six months after the student leaves school or if the student falls below a half-time status. The lender usually allows five to ten years to repay the loan (U.S. Department of Education, 1983).

The PLUS loan provides additional funds for educational expenses. The interest rate for this loan is 12 percent. Like Guaranteed Student Loans, they are made by a lender such as a bank, credit union, or savings and loan association. Students may borrow \$2500 to \$3000 per year, depending upon their student status. The difference between a PLUS loan and a Guaranteed Student Loan is that PLUS borrowers do not have to show need, but may have to undergo a credit analysis. The PLUS loan is repayable within 60 days. Deferments are available but all borrowers must begin repaying interest within 60 days, unless the lender has agreed to allow the interest to accumulate until the deferment ends (U.S. Department of Education, 1983).

There are other federal aid programs available. Some of them require direct communication with the federal government. Others are earmarked for specific groups of students. Some of the programs include:

State Student Incentive Grant (SSIG) Program - provides matching funds on an incentive basis to state scholarship and grant programs that demonstrate incremental expenditures over a prior year. Funds are distributed to the schools and students through the state programs. Students are selected on the basis of substantial financial need.

Nursing Student Scholarship and Nursing Student Loan (NSS and NSL) Programs - provide scholarship and loan funds to needy students in nursing programs.

Bureau of Indian Affairs (BIA) - this grant requires eligible American Indians to communicate directly with the agency. The school must provide enrollment verification and coordinate with the agency.

Social Security and Veterans Administration (VA) Benefits - are entitlement programs awarded directly to students because they possess certain characteristics; eligible veterans, sons or daughters of disabled or deceased veterans or of retired, disabled or deceased workers covered by social security (Management of Student Aid, 1979).

There are other federal aid programs but the school must determine which programs fit into its overall financial aid plan, identify potentially eligible students and encourage or require them to apply, and provide administrative support if the school or its students choose to participate (Management of Student Aid, 1979).

There are also financial aid resources for students under the direction of state or municipal governments and those provided by local or outside organizations such as fraternal groups, local businesses, national corporations, high schools, churches, clubs, and labor unions. These are very successful in providing effective student aid (Management of Student Aid, 1979).

Schools may participate in one or all of the programs. It is important that all financial aid programs available are made known to prospective students.

In a similar study, Brooks (1983) concluded that financial aid programs can help attract students and ensure course completion. Although administration of financial aid is time consuming, it can prove very valuable to the counselor or school as a resource for helping students. This is true because many times a student's problems stem from financial difficulties (Brooks, 1983).

Brooks' study (1983) made the following recommendations concerning financial aid programs:

1. All schools become certified to administer as many programs as needed to provide aid for students to complete a training course. The minimum requirement would be for each school to qualify for Pell Grants and Guaranteed Student Loans.
2. Local sources for financial aid should be explored and developed.
3. Financial aid must be offered, but administration of the programs may not be the responsibility of the counselor (p. 16).

It is hoped that through various sources of grants, scholarships, work-study and loans, no qualified student will be denied an opportunity to pursue a program of post-secondary education because of financial reasons.

#### Vocational Clientele

The vocational clientele come from a wide variety of environmental backgrounds. Vocational programs are geared

to serve this wide array of clientele.

Vocational education programs in the U.S. serve a diverse clientele with a multitude of programs in complex and diverse settings. Since its inception, vocational education has been viewed, in part, as a program to assist all citizens in obtaining useful and marketable job skills. In achieving this goal, vocational education has been confronted with the challenge of equitably serving a broad array of individuals including the disadvantaged, handicapped, cultural and ethnic minorities, and students desiring to enter non-traditional occupations (Phelps, 1984, p. 8).

### Economically Disadvantaged

The vast majority of adult students are economically disadvantaged--the working poor (Hamilton, 1979). Mocker (1978) feels that the lower the social position, the less likely one is going to take advantage of an education. When one is struggling to maintain a subsistence level, the pressure is intense. Many have lost much of their self-esteem and the control over their own future. If education is beyond one's reach, life may seem to hold little prospect for him. He sees himself as an adult not having the ability to secure employment or support a family (Mocker, 1978).

For the poor, marriage and parenting usually come early in life. Work also starts earlier, and although it may be intermittent, keeps rolling along into far later life (Gross, 1978). Mocker (1978) believes the underclass people are made desperate by an ideology in which the failure to be upwardly mobile is regarded as a moral defect. Therefore, the underclass position seems permanently fixed.

Evans and Herr (1978) indicate that in the lower class home, there may be insufficient funds to provide for basic necessities, much less the cost of an education. Even self-denial helps little when income is very low. Modest housing, food, and clothing more than consumes the income of a family at poverty level and leaves nothing for education. Table I shows the correlation between education and poverty. It indicates that the equation "inadequate education causes poverty" is true and reversible.

TABLE I  
EDUCATION AND POVERTY

Educational Attainment of Family Head	Percent of Families Below Poverty Level		
	<u>All Families</u>	<u>White</u>	<u>Black</u>
Less than 8 years	25.2	21.1	40.1
8 years	11.2	10.1	24.1
1 to 3 years high school	10.7	7.9	29.8
High School Graduate	5.4	4.6	16.9
1 to 3 years college	4.4	4.0	8.9
Baccalaureate	<u>2.0</u>	<u>2.0</u>	<u>1.1</u>
AVERAGE	9.7	7.7	27.8

(Source: Drucker, 1969, p. 5.)



Peterson (1980) felt that because the needs and interests of low-income adults follow certain patterns, these adult learners are primarily interested in learning that will enhance their employability and lead to higher incomes. Harrington (1977) also feels that the disadvantaged tend to select vocational training because their background, abilities and interests do not fit into a traditional degree program.

Vocational training does away with the campus-bound, age limited, degree focused and cubic mentality of the classroom. It provides training that enables adults to reenter the educational arena largely on their own terms (Leagans, 1978).

#### Academically Disadvantaged

Academic disadvantage goes hand in hand with economic disadvantage (Peterson, 1980). There are approximately 24,000,000 functionally illiterate adults in the United States with less than an eighth-grade education (Clark, 1980). A large percentage of adult vocational students fall within this category. The underclass people who comprise the majority of illiterates are aware of the general importance of education in the United States' society. They see the relationship between upward mobility and education, but are also aware of the limited access they have to educational facilities (Mocker, 1978).

### Handicapped

Vocational education also serves the handicapped. Shartle (1959) defines the handicapped as a person with a disability that is quite pronounced in limiting his employment. Shartle (1959) warns that the handicapped must have occupational training in an area well suited to his needs and with opportunities in that area. A handicapped worker may be barred from a job because of inappropriate training. Harrington (1977) believes that schools should provide new ideas for training, and give special attention to working with the handicapped. Harrington (1977) also states that the disabled are less concerned about the history and cultural significance of their particular disadvantages as they are in self-improvement. The persistence of the disabled in their quest for knowledge is very striking (Harrington, 1977).

### Cultural and Ethnic

Cultural and ethnic differences often lead a student to vocational education. These differences are often the product of economic problems, but Thomas (1956) identifies these differences as skin color (denoting race), name (denoting ethnic origin), and religious faith. Thomas (1956) argues that social class differences are sustained almost entirely through persisting differences in economic status, with all that implies for quality of living, residential

area, association with others, ability to afford extended schooling, access to the finer resources of the culture, and level of participation in the life of the community. Social class over a long period of time can be changed. However, raising of social class does not always remove the problems associated with cultural and ethnic groups (Thomas, 1956). Peterson (1980) indicates that ethnic minorities are especially concerned about the credibility of the education. They seem to steer clear of unfamiliar innovations but highly accept on-the-job training or vocational training.

Adult vocational students are typically unemployed or underemployed. If they are working, they are stuck in ill-paid, uninteresting jobs. Preparation for employment is defined as their greatest need (Harrington, 1977).

Although these students are disadvantaged, they have the same ambitions and wishes as other people, but their personal history has frequently not provided them the models, the understandings of alternative work styles or opportunities, or the basic academic skills required to compete with their advantaged contemporaries. These behaviors can be developed through vocational education (Evans and Herr, 1978).

Harrington (1977) makes the following recommendations for helping adult students:

1. Hold tuition and fees at as low a level as possible

2. Eliminate discrimination against adults in the financial aid structure of higher education
3. Make the present income and expenditure system work a little better than it does
4. Raise more money for postsecondary adult education (p. 192)

### Barriers to Postsecondary Education

Usually the people who "need" education most--the low income groups and the poorly educated--are the ones who fail to participate (Cross, 1981).

Cross (1981) cites several research methods used to study the barriers that keep adults from pursuing educational activities. These methods include direct interviews, questionnaires, studying what people do rather than what they say, and testing hypotheses about barriers through experimental design.

Cross (1981) classifies the obstacles discovered under three headings: situational, institutional and dispositional barriers.

Situational barriers are those arising from one's life at a given time. Lack of time due to job and home responsibilities, for example, deters large numbers of potential learners in the 25 to 45-year old age group. Lack of money is a problem for young people and others of low income. Lack of child care is a problem for young parents; transportation is a situational barrier for geographically isolated and physically handicapped learners.

Institutional barriers consist of all those practices and procedures that exclude or

discourage working adults from participating in educational activities--inconvenient schedules or locations, full-time fees for part-time study, inappropriate courses of study, and so forth.

Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner. Many older citizens, for example, feel that they are too old to learn. Adults with poor educational backgrounds frequently lack interest in learning or confidence in their ability to learn (Cross, 1981, p. 98).

Table II presents data from the national survey conducted for the Commission on Non-Traditional Study. Respondents circled all the items listed that they felt were important in keeping them from learning what they wanted to learn. The twenty-four items were grouped into situational, institutional, and dispositional barriers in order to illustrate the relative importance of the three types of barriers (Cross, 1981).

TABLE II  
PERCEIVED BARRIERS TO LEARNING

Barriers	Percent of Potential Learners
<b>Situational Barriers</b>	
Cost, including tuition, books, child care	53
Not enough time	46
Home responsibilities	32
Job responsibilities	28
No child care	11
No transportation	8
No place to study or practice	7
Friends or family don't like the idea	3
<b>Institutional Barriers</b>	
Don't want to go to school full time	35
Amount of time required to complete program	21
Courses aren't scheduled when I can attend	16
No information about offerings	16
Strict attendance requirements	15
Courses I want don't seem to be available	12
Too much red tape in getting enrolled	10
Don't meet requirements to begin program	6
No way to get credit or a degree	5
<b>Dispositional Barriers</b>	
Afraid that I'm too old to begin	17
Low grades in past, not confident of my ability	12
Not enough energy and stamina	9
Don't enjoy studying	9
Tired of school, tired of classrooms	6
Don't know what to learn or what it would lead to	5
Hesitate to seem too ambitious	3

(Source: Carp, Peterson, and Roelfs, 1974, p. 46.)

### Situational Barriers

In all survey research, situational barriers lead the list, from roughly 10 percent citing situational factors

such as lack of child care or transportation to about 50 percent mentioning cost or lack of time. The cost of education and lack of time lead all barriers of any sort by substantial margins. Ironically, the people who have the time for learning frequently lack the money, and the people who have the money lack the time. Low-income groups are far more likely to mention cost as a barrier than middle- and upper-income groups (Johnstone and Rivera, 1965). However, the middle- and upper-income groups are experiencing more difficulty meeting costs today because they are so accustomed to "automatic borrowing" for most products or services. The charge card, installment plans, and "buy now, pay later" schemes are services readily available to most consumers, so that when asked to make a direct cost outlay for a course or courses of yet-to-be discovered quality and usefulness, he or she may defer to other gratifications more easily financed (Arbeiter, 1979).

People are willing to pay more money for courses that would advance their careers. While the barrier of cost is related to income, it is also related to measures of interest and motivation and to personal and cultural values. Women are usually more likely to perceive cost as a barrier to their continued education than men. This finding probably has its roots in societal mores that make women feel guilty about spending family money on their own education (Cross, 1980).

In most surveys, lack of time vies with cost for first place among situational barriers to education. People in their 30s and 40s mention it more often than those younger or older. The highly educated and those in high-income occupations mention it more often than the poorly educated and those in low-paying jobs (Cross and Zusman, 1979).

### Institutional Barriers

Institutional barriers can be grouped into five areas: scheduling problems; problems with location or transportation; lack of courses that are interesting, practical, or relevant; procedural problems and time requirements; and lack of information about programs and procedures. Learners complain most about inconvenient locations and schedules and lack of interesting courses (Cross, 1981).

Few respondents cite lack of information as a barrier, although there is good evidence that adults do lack information about opportunities available (Cross, 1980). The unmet need for informational and counseling services is especially great among the disadvantaged. From information gathered in studies from Iowa, Central New York, New York, and Western New York, Cross (1980) discovered that adults with low levels of educational attainment are much less likely than other potential learners to know where to get advice; less likely to have specific information about course offerings; and are less likely to have used counseling services in the past. Yet adults with low levels of



schooling express more desire for information and counseling services than do better educated adults. Table III compares knowledge about advisement services and desire for them by educational level.

TABLE III  
KNOWLEDGE OF AND DESIRE FOR ADVISEMENT  
SERVICES BY EDUCATIONAL LEVEL

Educational Level	Percentage Knowing Location of Advisory and Information Sources	Percentage Desiring To Discuss Adult Learning Activities With Someone
0-7 years	29	
8-11 years	62 <sup>1</sup>	47
12-15 years	75	37
16 or more years	92	27

(Source: Robinson and Herdendorf, 1976, pp. 113 and 121.)

Table III shows that adults are often unaware of the functions and services of counseling agencies that are available to them. Cross (1981) concludes that there is a widespread desire for more information about learning opportunities.

#### Dispositional Barriers

Dispositional barriers are probably underestimated in

surveys because people do not like to say that they are not interested in learning, are too old, or lack confidence in their ability (Cross, 1980). Dispositional barriers are quite likely the special problems of some of the groups that social policy makers are interested in attracting to education. Table IV is one of the few data sources to provide information about the characteristics of those who say they are not interested in further education. The question asked was: "Would you like to engage in some form of further learning beyond high school . . . within the next two years?" and 64 percent of the respondents said, "No."

TABLE IV  
INTERESTS IN FURTHER  
EDUCATION

Respondent Group	Percentage Responding "No"
Farm residents	73
Farmers (occupation)	77
50 to 64 years old	74
65 and older	98
Income less than \$5,000	76
Income less than \$10,000	74
Grade school education	98
Retired	94

(Source: Hamilton, 1976, p. 56.)

It is not known how many people in these groups would become interested in further educational opportunity if the right learning experiences were available at the right cost. Dispositional barriers are undoubtedly greater than most surveys indicate (Cross, 1980).

### Summary

Related literature on adult learners assisted in this study. Specific reports or studies on vocational learners as a single group are limited.

Cross (1980) made the following conclusions about adult learners:

\*Adults are highly pragmatic learners. Vocationally and practically oriented education that leads to knowledge about how to do something is chosen by more adults than any other form of learning, and no study presents data that would offer an exception to that generalization. Traditional-discipline-oriented subjects are not popular with the majority of potential learners. Such subjects are most likely to appeal to degree-oriented learners.

\*Adults with low levels of educational attainment and low-status jobs are motivated largely by external rewards--that is, the promise of better jobs or more pay. Adults who have the basic necessities of life are more likely to cite internal rewards, such as personal satisfaction and the desire to learn. Better-educated and higher-income adults are much more likely to pursue so-called luxury learning in personal development or the use of leisure time, whereas disadvantaged learners are more interested in job training and in skill certificates.

\*Much of the survey data on barriers to continued learning are suspect for two reasons. First, the tendency of respondents to give

socially acceptable reasons for not participating in learning activities underemphasizes environmental factors. It is simply much more acceptable to say that the cost of education prevents one from taking courses than it is to say that one is not interested in learning. Second, lack of information prevents many adults from knowing which barriers really exist and which existed last time they looked into the matter--which may have been never, ten years ago, or whenever they left the formal school system.

\*Although there is a great deal of interest expressed in "convenient" locations and schedules, in practice people frequently choose seemingly inconvenient locations and schedules. Home and work sites, which would appear to be highly "convenient" locations, are not usually as popular as school buildings and college campuses. Nor are completely self-determined schedules as popular as evening classes. The explanation seems to lie in the perceived credibility or prestige of the offering or in the perceived appropriateness of the subject matter to the location or schedule.

\*There seems to be a need for more active modes of learning. Whereas young people more or less expect to be told what to learn and expect to listen to "experts" dispense information, adults ordinarily want to be able to use the knowledge or skills learned. Interactive and active modes of learning are more appealing to most adults than passive listening or watching. The passive mode is especially unattractive to those with low educational attainment.

(Cross, 1980, pp. 129-130)

The literature reviewed shows that low income and disadvantaged adults are attracted to vocational training. Although education is not the complete answer to America's poverty, it can help tremendously. The disadvantaged will learn if they see some immediate and visible payoff, if they see ways to work together to improve their lives and to achieved shared goals (Gross, 1980).

Adults have a harder time rounding up money for fees than do young undergraduates, most of whom have parental support and better access to scholarships (Harrington, 1977). Continuing or postsecondary education for adults should no longer be viewed as a luxury but as a necessary role in higher education.

Adults benefit individually as they learn and are trained, retrained, or upgraded. There is even greater benefit, however, for the government, the economy, the culture, and the general welfare. The continuing education of professionals increases the gross national product. Other adult education, credit and non-credit, makes citizens more productive in their working lives, better able to wrestle with the problems of the day (Harrington, 1977, p. 190).

Not to provide adequate educational opportunity for post-school adults is to mortgage the future of our system of institutionalized American education (Leagans, 1978).

Individuals in vocational training should be aware of all financial aid programs available. Cost appears to be the greatest barrier to vocational students. Perhaps, with the assistance of financial aid, adult vocational students can overcome other barriers and problems and remain in school until completion of their training.

## CHAPTER III

### METHODOLOGY AND PROCEDURES

This chapter describes the methods and procedures of this study. Included are: 1) a description of the population; 2) a description of the instrumentation; 3) a description of the collection of data; and 4) an analysis of the data. The attempt was made in this research to determine to what extent enrollment and continuing enrollment of adult vocational students at Gordon Cooper Area Vocational-Technical School were dependent upon financial aid.

#### Population

Initial contact was made with Dr. John C. Bruton, Superintendent of Gordon Cooper Area Vocational-Technical School, about using the adult students enrolled at the school to participate in this study. Dr. Bruton agreed to the study and the verbal agreement was written up in letter form. A copy of this letter is included in Appendix A.

The population for this study consisted of all adult students who were enrolled for the 1984-1985 school year at Gordon Cooper Area Vocational-Technical School. At the time of this study, there were 157 adult students enrolled. They were enrolled in a variety of programs which the school

offered aimed at the diversified interests of adult students. These programs included: Air Conditioning, Aircraft Mechanics, Building and Grounds Maintenance, Business and Office, Carpentry, Data Processing, Electricity, Electronics, Fashion Production, Food Service, Graphics, Machine Shop, Practical Nursing, Professional Diesel Technician, Records and Accounting, Secretarial Education, Small Engines, and Welding.

All 157 adult students were asked to participate in this study on a volunteer basis. The questionnaire was administered between March 4 and March 8, 1985.

#### Instrumentation

The researcher designed questionnaire developed for this study was constructed to be self-administered by the participants.

Practical experience, information gathered from the review of literature and examination of other questionnaires aided the researcher in designing a questionnaire to be used by the adult students at Gordon Cooper Area Vocational-Technical School.

The questionnaire was designed so that in most instances the student could respond to each question by placing a check next to the correct response. The latter portion of the questionnaire contained a five-item Likert scale with response categories that ranged from "Agree" to "Somewhat Disagree" to "Does not Apply." The last item

on the questionnaire gave students the opportunity to respond with any additional comments they might wish to make.

The questionnaire was reviewed by a panel of experts consisting of a group of five financial aid directors. Each financial aid director worked in an area vocational-technical school in Oklahoma. A copy of the cover letter sent to this group is included in Appendix B. Each financial aid director responded and the questionnaire was redesigned based on feedback from that group.

After making changes suggested by the panel of experts, the questionnaire was pretested on a group outside of the student population to be researched. This group consisted of 21 Practical Nursing students who would graduate before the research for this study was conducted. These students were chosen for the pretest because they attended this school for 12 months and were representative of the other adult students enrolled at Gordon Cooper Area Vocational-Technical School. A copy of the questionnaire may be found in Appendix C.

#### Collection of Data

The number of questionnaires needed for each program was placed in the teachers' mailboxes at the school. A cover letter was attached to the questionnaires. A copy of this cover letter is found in Appendix D. The teachers administered the questionnaires to the adult students in their respective classrooms. Time was allowed for the



students to fully complete the questionnaire. Upon completion, the teachers collected the questionnaires and returned them to the researcher. Seventeen absent students were asked to fill out the questionnaire upon their return to school. The teachers returned ten of the late questionnaires to the researcher. Of the seven remaining questionnaires, two wished not to fill out the questionnaire and five remained absent for an extensive length of time. Of the 157 questionnaires distributed, 150 were completed and returned for a 96% rate of return.

Distribution and completion of the questionnaires took place from March 4 to March 8, 1985.

#### Analysis of Data

Enrollment figures for the past three years and the current 1984-85 year were illustrated in totals and percentages to show the following information:

1. Number of adult students enrolled
2. Number receiving financial aid
3. Percent receiving financial aid

To establish information for a needs profile of the adult student enrolled at Gordon Cooper Area Vocational-Technical School, the first nine items on the questionnaire collected demographic data. The first six items of the questionnaire were illustrated by showing responses in totals and percentages. The next three items were also

set up in separate categories to illustrate the student responses in totals and percentages.

Items 10-13 dealt with students receiving financial aid, paying tuition fees, and whether or not they would be in school without the financial aid. The student responses were illustrated by showing the number of "yes" responses, the number of "no" responses, and the percentages of the responses.

Item 14 dealt with student awareness of financial aid programs. Student response to awareness of financial aid programs was shown in totals and percentages.

The Likert scale item was the last part of the questionnaire. The results were illustrated in totals and percentages. The final results were then tallied and plotted on a bar graph to illustrate the students' perceptions of the adequacy of the present financial aid program at Gordon Cooper Area Vocational-Technical School.

Analysis was conducted and the data presented in percentages and numerical figures.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter is organized to present an analysis of data to determine if adult students enrolled at Gordon Cooper Area Vocational-Technical School are dependent upon financial aid to enroll and remain in school. The chapter is divided into four sections. They are: demographic characteristics, financial aid information, student awareness of financial aid, and the adequacy of the present financial aid program.

In order to determine adult student dependency upon financial aid, the following objectives were addressed:

1. Establish a needs profile of adult students enrolled at Gordon Cooper Area Vocational-Technical School.
2. Determine if the adult student using financial aid at Gordon Cooper Area Vocational-Technical School would remain in school without the aid.
3. Determine if adult students enrolled at Gordon Cooper Area Vocational-Technical School are aware of financial aid programs and their availability.

## Demographic Characteristics

Background information on adult students enrolled at Gordon Cooper Area Vocational-Technical School over the past three years and the present 1984-1985 year is found in Table V. The growth of adult enrollment and the parallel growth of financial aid use are presented in Table V.

TABLE V  
ENROLLMENT FIGURES IN RELATION TO  
FINANCIAL AID USAGE 1981 - 1985

School Year	Number of Adult Students	Number Receiving Financial Aid	Percent
1981-82	186	99	53%
1982-83	225	141	63%
1983-84	233	161	69%
1984-85	318*	235	74%

\*Enrollment figures shown are for an entire year; thus, are larger than the actual current enrollment of 157.

The growth rate of adult enrollment has almost doubled over the last four years. In the same period of time, financial aid has more than doubled, from 99 persons receiving financial aid in 1981-82 to 235 persons receiving financial aid in the 1984-85 time frame.

In order to establish a needs profile of the adult student enrolled at Gordon Cooper Area Vocational-Technical School, demographic data was collected on the first portion of the questionnaire. The information requested was relative to age, sexual identity, family structure and size, and enrollment status. A summary of the demographic information is found in Table VI.

The data presented in Table VI includes:

1. Enrollment status. Analysis of responses to this item show that 67% of the students enrolled were full-time students and 33% were half-time students.

2. Sexual identity. Analysis of this item revealed that the majority of adult students at Gordon Cooper Area Vocational-Technical School were female (67%).

3. Average age. Analysis of responses to this item reveals a range of ages from 17 years to 63 years. The mean age reported was 28, the median 26, and the mode 18 years of age.

4. Dependency status. Dependent students are those who still live at home with their parents. Analysis of this item showed that the majority (69%) of the students enrolled were independent. The remaining 31% still lived at home which is considered a form of support from the parents.

**TABLE VI**  
**DEMOGRAPHIC DATA RELATED TO ADULT STUDENTS**  
**ENROLLED AT GORDON COOPER AREA**  
**VOCATIONAL-TECHNICAL SCHOOL**

Variable	Number	Percent
<b>Enrollment Status:</b>		
Full-Time	100	67%
Half-Time	50	33%
<b>Sexual Identity:</b>		
Male	53	35%
Female	97	65%
<b>Average Age:</b>		
Mean	28	
Median	26	
Mode	18	
<b>Dependency Status:</b>		
Independent	104	69%
Dependent (live with parents)	46	31%
<b>Average Family Size:</b>		
Mean	4	
Median	3	
Mode	3	
<b>Family Structure:</b>		
Married, no children	11	7%
Married, with children	43	29%
Single, no children	48	32%
Single, with children	4	3%
Divorced, no children	1	1%
Divorced, with children	32	21%
Separated, no children	1	1%
Separated, with children	8	5%
Widowed, with children	2	1%

5. Average family size. The average family size ranged from one member to eleven members. Mean family size was four members. The median was three family members and the mode was also three members.

6. Family structure. Nine types of family structure were identified in this item. They are as follows: married, no children; married, with children; single, no children; single, with children; divorced, no children; divorced, with children; separated, no children; separated, with children; and widowed, with children. According to the data reported by the study population, 7% of the adult students at Gordon Cooper Area Vocational-Technical School are married with no children; 29% are married with children; 32% are single with no children; 3% are single with children; 1% are divorced with no children; 21% are divorced with children; 1% are separated with no children, 5% are separated with children; and 1% are widowed with children.

The educational background of the adult students enrolled at Gordon Cooper Area Vocational-Technical School shows 54% of the students attained a high school diploma. See Table VII.

The majority of adult students at Gordon Cooper Area Vocational-Technical School have attained a high school diploma or its equivalent (GED); those with high school diplomas and/or GEDs total 75% of the adult student population. Two students held Bachelor's degrees while 21% of the students had taken some college hours. Only 17% of the students

indicated that they had less than a high school education. Twelve percent of the students had participated in trade schools and 37% had participated in vocational-technical training. See Table VII.

TABLE VII  
EDUCATIONAL BACKGROUND OF ADULT STUDENTS  
ENROLLED AT GORDON COOPER AREA  
VOCATIONAL-TECHNICAL SCHOOL

Educational Level	Number	Percent
Below High School	6	4%
Some High School	19	13%
High School Diploma	81	54%
GED	32	21%
Trade School	18	12%
Vocational-Technical School	55	37%
Some College	32	21%
Bachelor's Degree	2	1%

The majority of adult students at Gordon Cooper Area Vocational-Technical School earn annual incomes of \$10,000 or less as shown in Table VIII. Thirty-five percent of the students made below \$5,000 and 31% made between



\$5,001 and \$10,000. This accounts for 66% of the total adult student population. The remaining 34% of the adult students were fairly equally divided among the other income levels.

TABLE VIII  
ANNUAL INCOME OF ADULT STUDENTS ENROLLED  
AT GORDON COOPER AREA VOCATIONAL-  
TECHNICAL SCHOOL

Annual Income	Number	Percent
Below \$5,000	53	35%
\$5,001 - \$10,000	46	31%
\$10,001 - \$15,000	10	7%
\$15,001 - \$20,000	12	8%
\$20,001 - \$25,000	7	5%
\$25,001 - \$30,000	11	7%
Above \$30,001	11	7%

Many of the students are on multiple assistance programs. Of the total student population, 24% are on AFDC; 35% receive food stamps; and 17% are housed through the Housing Authority as shown in Table IX. Indian assistance programs, Veterans benefits, and Vocational Rehabilitation

programs benefit 13% of the student population. One percent of the student population receives disability benefits and 4% receive Social Security benefits. Students who are assisted by some other program comprise 8% of the student population.

TABLE IX  
ASSISTANCE RECEIVED BY ADULT STUDENTS  
ENROLLED AT GORDON COOPER AREA  
VOCATIONAL-TECHNICAL SCHOOL

Assistance Program	Number	Percent
AFDC	36	24%
Disability Benefits	2	1%
Food Stamps	53	35%
Housing Authority	25	17%
Indian Assistance	19	13%
Social Security	6	4%
Veterans Benefits	19	13%
Vocational Rehabilitation	20	13%
Other	12	8%

### Financial Aid Information

The second portion of the survey instrument asked for information concerning payment of tuition fees; whether or not the student had applied for financial assistance; if tuition fees were paid with financial aid received; and whether or not the student would be in school without the financial aid. Student responses to the above questions are presented in Table X.

TABLE X

FINANCIAL AID INFORMATION ON ADULT  
STUDENTS ENROLLED AT GORDON COOPER  
AREA VOCATIONAL-TECHNICAL SCHOOL

Question	Yes	Percent	No	Percent
Paying own tuition fees	40	27%	110	73%
Applied for financial aid	114	76%	36	24%
Used aid for tuition fees	98	65%	52	35%
Would be in school without financial aid	53	35%	97	65%

The data presented in Table X includes:

1. Payment of tuition fees. Students who paid their

own tuition fees comprised 27% of the student population. The other 73% of the student population did not pay their own tuition fees. Their fees were covered by parents, agencies, or financial aid programs.

2. Applied for financial aid. Seventy-six percent of the adult students at Gordon Cooper Area Vocational-Technical School applied for financial aid. Only 24% of the students did not apply to receive some form of financial aid.

3. Used aid for tuition fees. Of the students who received financial aid, 65% used the aid to pay their tuition fees. The 35% who did not use their aid to pay tuition fees were financially able to pay the fees in advance; however, their income status still qualified them to receive financial assistance. The aid was used to cover other costs incurred during training.

4. Would be in school without financial aid. Only 35% of the students felt they would be able to remain in school without financial assistance. Those students who felt they could not remain in school without financial aid comprised 65% of the total adult student population.

#### Student Awareness of Financial Aid

This item of the questionnaire dealt with how students became aware of the existence of financial aid programs. Students were asked to indicate who or what form of media first made them aware that financial aid was available.

Thirty-seven percent of the respondents indicated it was the financial aid director who made them aware of financial aid as shown in Table XI.

TABLE XI  
SOURCE OF STUDENTS' AWARENESS TO THE  
EXISTENCE OF FINANCIAL AID PROGRAMS

Source	Number	Percent
Financial Aid Director	55	37%
Friend	34	27%
Brochures	5	3%
Newspaper	4	3%
Fellow Student	12	8%
Previous Schooling	16	11%
Other	23	15%

Sources which involved verbal contact--financial aid director, friend, fellow student-- informed 72% of the students. The written media exposed only 6% of the students to financial aid programs. Students who were aware of financial aid programs through previous schooling comprised 11% of the student population. Fifteen percent were made

aware through other sources. These sources included the Veterans Administration, counselors, the employment service, parents, teachers, and case workers.

#### Adequacy of Present Financial Aid Program

A Likert scale requested the respondents to indicate the degree of their perceived adequacy concerning the financial aid program at Gordon Cooper Area Vocational-Technical School.

All of the students did not respond to this item. Some of those who responded did not respond to each statement. This accounts for the varying numbers on each statement. The "Does Not Apply" column was placed on the scale to provide those students who did not participate in any financial aid programs an appropriate answer.

The findings of those responding are illustrated on Table XII and Table XIII. Table XII illustrates the strongest student response to the statement, "Financial aid is beneficial to adult students at Gordon Cooper Area Vocational-Technical School." There was agreement among 129 of the 147 students who responded to this statement; this was 86% of the student population surveyed. Another 7% somewhat agreed, while two respondents or 1% somewhat disagreed. No one disagreed with this statement. Four percent checked the "Does Not Apply" column and the remaining 2% did not respond.

TABLE XII  
STUDENT RESPONSES IN AGREEMENT  
TO EACH STATEMENT

Statement	Agree		Somewhat Agree	
	No.	%	No.	%
1. Financial aid is beneficial to adult students at Gordon Cooper AVTS.	129	86%	10	7%
2. You were well informed about financial aid programs.	64	43%	48	32%
3. The time involved receiving financial aid was too long.	42	28%	44	29%
4. The financial aid director was helpful.	109	73%	8	5%
5. More information should be made available concerning financial aid.	83	55%	33	22%

Guidance and help received by the financial aid director was realized by 73% of the respondents. Only 3% felt the financial aid director was not helpful and 1% somewhat disagreed as shown in Table XIII. Forty-three percent felt they were well informed and 32% somewhat agreed they were well informed.

TABLE XIII  
STUDENT RESPONSES IN DISAGREEMENT OR  
NON-APPLIED COLUMN TO EACH STATEMENT

Statement	Somewhat Disagree		Disagree		Does Not Apply	
	No.	%	No.	%	No.	%
1. Financial aid is beneficial to adult students at Gordon Cooper AVTS.	2	1%	0	0%	6	4%
2. You were well informed about financial aid programs.	8	5%	16	11%	9	6%
3. The time involved receiving financial aid was too long.	3	2%	29	19%	27	18%
4. The financial aid director was helpful	1	1%	5	3%	21	14%
5. More information should be made available concerning financial aid.	3	2%	16	11%	11	7%

The widest range of answers came from the statement, "The time involved receiving financial aid was too long." The answers varied from 28% who agreed, 29% somewhat agreed, 2% somewhat disagreed, 19% disagreed, 18% the statement did not apply, and 4% did not respond.

In response to the statement, "More information should be made available concerning financial aid," 55% agreed,



22% somewhat agreed, 2% somewhat disagreed, 11% disagreed, 7% the statement did not apply, and 3% did not respond.

A composite of the findings of this item is found in Figure 1 of this chapter. This graph illustrates the mean answer for each statement on the questionnaire. The graph helps to better identify the statements with a high frequency of answers that agreed or disagreed.

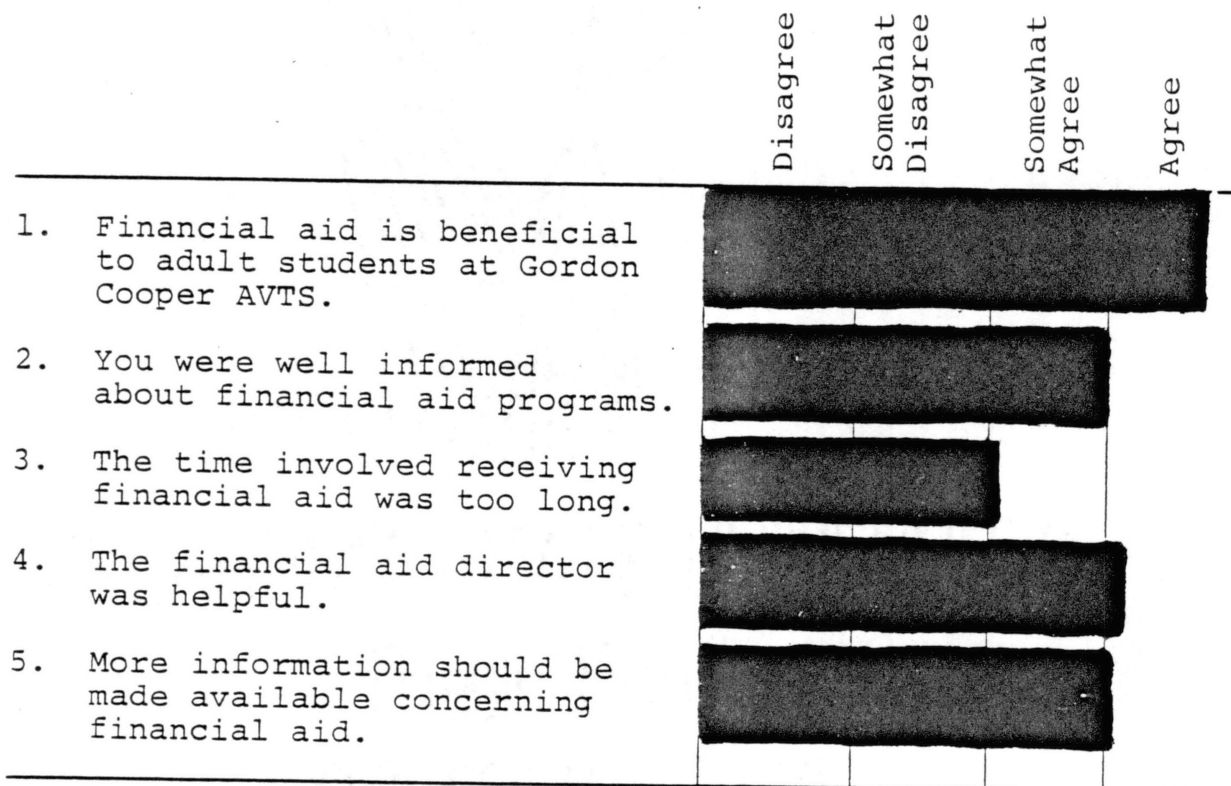


Figure 1. Composite Findings of Adult Student Response to the Adequacy of Financial Aid Program

Figure 1 shows the composite findings from item 15 of the questionnaire found in Appendix C of this study. The responses were given numerical rankings as follows: 1, disagree; 2, somewhat disagree; 3, somewhat agree and; 4, agree. No value was assigned to the "Does Not Apply" column. The most conclusive response was to the statement, "Financial aid is beneficial to adult students at Gordon Cooper Area Vocational-Technical School." The mean numerical ranking was 3.7; almost all of the respondents were in agreement with this statement. A mean ranking of 3.2 was given to the statement, "The financial aid director was helpful."

Those who felt they were well informed about financial aid were given a mean ranking of 3.0 while those who felt there should be more information available had a mean ranking of 3.1.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The discussion in this chapter is divided into three sections. The first section presents a summary of the findings of the study. The findings and conclusions are presented in the second section. Recommendations are found in the third section.

#### Summary

This research focused on determining how dependent the adult students enrolled at Gordon Cooper Area Vocational-Technical School were upon financial aid.

The subject population consisted of 157 adult students enrolled at Gordon Cooper Area Vocational-Technical School. There were 150 students who responded to the study; 53 male and 97 female. They ranged in age from 17 to 63 years. One hundred were enrolled as full-time students and 50 were enrolled as half-time students.

Each subject was asked to complete the 15-item questionnaire. The results from the questionnaire were computed and recorded.

The study addressed three objectives:

1. To establish a needs profile of adult students enrolled at Gordon Cooper Area Vocational-Technical School.
2. To determine if the adult student using financial aid at Gordon Cooper Area Vocational-Technical School would remain in school without the aid.
3. To determine if adult students enrolled at Gordon Cooper Area Vocational-Technical School are aware of financial aid programs and their availability.

#### Findings and Conclusions

The conclusions of this study are stated as they related to each objective.

1. To establish a needs profile of adult students enrolled at Gordon Cooper Area Vocational-Technical School.

The average age of the adult student enrolled at Gordon Cooper Area Vocational-Technical School is 28 years. The students are independent and have an average family size of four members. The adult student has achieved a high school diploma or its equivalent (GED). Average income is less than \$10,000 annually. Public assistance programs such as AFDC, food stamps, housing authority, Social Security, Veterans, and others are being used to help support the student in life activities. This profile reflects the majority of the adult students enrolled at Gordon Cooper Area Vocational-Technical School.

The profile reveals that the adult students at Gordon Cooper Area Vocational-Technical School are basically an underprivileged group. Many have poverty level incomes. They have trouble supporting a family and there are no extra funds for educational assistance. Even if the money for tuition fees is raised, additional expenses for gas, meals, books, childcare, and clothing must be considered. The needs profile indicates that the majority of students at Gordon Cooper Area Vocational-Technical School need financial assistance to enroll and remain in school.

2. To determine if the adult student using financial aid at Gordon Cooper Area Vocational-Technical School would remain in school without the aid. Of the 150 students questioned, 97 students or 65% said they would not be in school without financial aid. The majority of adult students using financial aid would not be able to remain in school without the aid.

3. To determine if adult students enrolled at Gordon Cooper Area Vocational-Technical School are aware of financial aid programs and their availability. There were 64 students who felt they were well informed about financial aid programs. This comprised 43% of the student population. Fifty-five percent of the students felt there was a need for more information about financial aid programs. This indicates that a slight majority of the students felt they were not made as aware of financial aid programs and their availability as they should have been.

## Recommendations

1. Since the majority of adult students exhibit need of financial assistance, it is recommended that Gordon Cooper Area Vocational-Technical School be aware of this need and explore every possible avenue of financial aid available to better answer the financial need of the students.

2. It is recommended that Gordon Cooper Area Vocational-Technical School devote more time to promotion of financial aid programs. Publications, seminars, and orientation programs would increase student awareness of financial aid programs.

3. It is recommended that Gordon Cooper Area Vocational Technical School make every employee aware of the financial aid program and how to use the program.

4. It is recommended that Gordon Cooper Area Vocational-Technical School look into ways of cutting the length of time involved in receiving financial aid. This could include having students apply for aid earlier or possibly consider looking at other types of disbursement systems.

5. Additional studies should be conducted to determine if graduates of Gordon Cooper Area Vocational-Technical School who used financial aid have bettered their position in life since graduation. This study would indicate if the financial aid, which made the education possible, actually helped to better the student's life.

6. It is recommended that further research be conducted to determine if any differences exist in the dependency of the male and female student upon financial aid.

7. It is recommended that a survey be conducted among area businesses and industries to determine if they would be willing to donate toward a foundation to assist needy students.

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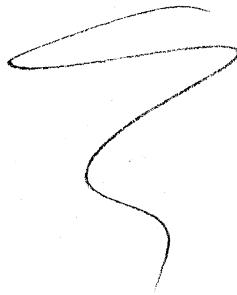
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APPENDIXES



APPENDIX A

PERMISSION TO CONDUCT STUDY

February 1, 1985

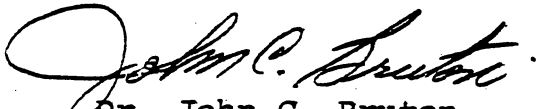
Robin Freeman  
Adult Coordinator  
Gordon Cooper AVTS  
Postal Drawer 848  
Shawnee, OK 74801

Dear Robin,

This letter grants you permission to conduct your graduate research on the campus of Gordon Cooper Area Vocational-Technical School. The questionnaire to be used may be handed out by the teachers to the adult students in class and then returned to you through the teachers.

Furthermore, permission is granted to use the Gordon Cooper Area Vocational-Technical School name in the findings of your research and the writing of your thesis.

Sincerely,

  
Dr. John C. Bruton  
Superintendent

APPENDIX B

CORRESPONDENCE TO PANEL OF EXPERTS

January 17, 1985

Dear

As part of my graduate studies at Oklahoma State University, I am doing research on students in relation to financial aid. In trying to establish a typical financial background of adult students enrolled at Gordon Cooper Area Vocational-Technical School, I have developed the enclosed questionnaire.

I would appreciate your input regarding this questionnaire. Please indicate any additions or deletions you would make if you were going to use the questionnaire yourself. I have enclosed a stamped, addressed envelope so that you may return the questionnaire with your suggestions as soon as possible.

I would greatly appreciate your immediate response so that I may proceed with my research. I have specific deadlines that I must meet for completion of my thesis. Thank you for your help.

Sincerely,



Robin Freeman  
Adult Coordinator

Enclosures (2)

Panel of Experts

Suzanne Little  
Tri-County Vo-Tech School  
P.O. Box 3428  
Eastside Station  
Bartlesville, OK 74005

Anita McCune  
Indian Meridian Vo-Tech School  
1312 S. Sangre Road  
Stillwater, OK 74074

Susan Prater  
Francis Tuttle Vo-Tech Center  
12777 N. Rockwell  
Oklahoma City, OK 73142

Odelle Smith  
Oklahoma City Vo-Tech Center  
201 N.E. 48th  
Oklahoma City, OK 73105

Dan Woolsey  
Pioneer Vo-Tech School  
Box 1418  
Ponca City, OK 74601



APPENDIX C

STUDENT QUESTIONNAIRE

Dear Student:

As part of my graduate studies at Oklahoma State University, I am doing research on students in relation to financial aid. This research can be beneficial to both you and me.

I need your help. This questionnaire was designed to require a minimum amount of your time. Results of the research will be shared with you if a desire is indicated. Your name will not be utilized in reporting data.

Please complete the questionnaire and return it to your teacher. If you have any questions, please feel free to contact me.

Thank you for your cooperation.

*Robin Freeman*

Robin Freeman  
Adult Coordinator

-----  
1. Program(s) enrolled in: \_\_\_\_\_  
\_\_\_\_\_

2. Enrollment status:

\_\_\_ Full-time

\_\_\_ Half-time

3. Age: \_\_\_\_\_

4. Sex: \_\_\_\_\_

5. Family Structure:

\_\_\_ Married, no children

\_\_\_ Separated, no children

\_\_\_ Married, with children

\_\_\_ Separated, with children

\_\_\_ Single, no children

\_\_\_ Widowed, no children

\_\_\_ Single, with children

\_\_\_ Widowed, with children

\_\_\_ Divorced, no children

\_\_\_ Divorced, with children

6. Are you:

Independent

Dependent (live with parents)

7. Education Completed:

Below High School Level

Some High School

High School Diploma

GED

Trade School

Vocational Technical School

Some College

Bachelor's Degree

8. Total Family Income: (Includes taxable and non-taxable income)

Below \$5,000

\$5,001 - \$10,000

\$10,001 - \$15,000

\$15,001 - \$20,000

\$20,001 - \$25,000

\$25,001 - \$30,000

Above \$30,001

What is the size of the household dependent upon this income? \_\_\_\_\_

9. Please check assistance you receive:

AFDC

Disability Benefits

Food Stamps

Housing Authority

Indian Assistance

Social Security Benefits

Veterans Benefits

Vocational Rehabilitation

Other (Please Identify) \_\_\_\_\_

None

10. Are you paying your tuition fees yourself?

Yes  No

If not, by whom are they being paid? \_\_\_\_\_  
(Name agency)

11. Did you apply for financial assistance?

Yes  No

If so, which programs did you apply for:

Pell Grant

Oklahoma GI Bill

Oklahoma Tuition Aid Grant

Indian Assistance

Guaranteed Student Loan

Veterans Benefits

Vocational Rehabilitation

Other  
(Please Identify)

JTPA - Job Training  
Partnership Act

Dislocated Worker

12. Did you use the aid to pay your tuition fees?

Yes  No

13. Would you be enrolled in school if financial aid had not been available?

Yes  No

14. From what source did you find out about financial aid programs?

Financial aid director

Friend

- Brochures  
 Newspaper  
 Fellow Student  
 Previous Schooling  
 Other (Please specify) \_\_\_\_\_

15. Please check the answer you feel expresses your opinion.

	<u>Agree</u>	<u>Somewhat</u> <u>Agree</u>	<u>Disagree</u>	<u>Somewhat</u> <u>Disagree</u>	<u>Does Not</u> <u>Apply</u>
1. Financial aid is beneficial to adult students at Gordon Cooper AVTS.	( )	( )	( )	( )	( )
2. You were well informed about financial aid programs.	( )	( )	( )	( )	( )
3. The time involved receiving financial aid was too long.	( )	( )	( )	( )	( )
4. The financial aid director was helpful.	( )	( )	( )	( )	( )
5. More information should be made available concerning financial aid.	( )	( )	( )	( )	( )

16. Please add any additional comments you wish to make in the following space.

APPENDIX D

CORRESPONDENCE TO INSTRUCTORS

February 26, 1985

Dear Instructor:

Dr. Bruton has given me permission to conduct my graduate research studies on our campus.

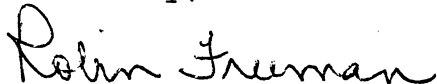
In order to gather my data, I need a little help and cooperation from you. Attached to this letter is a student questionnaire. This questionnaire is to be given to adult students only.

I have also attached a list of the adult students in your class who need to fill out this questionnaire. As they return the questionnaire to you, please mark their name off the list. As I am trying to get 100% participation, please have students who are absent fill out the questionnaire upon their return to class.

I am asking that you have the questionnaires back to me by Monday, March 4, 1985. I have specific deadlines to meet so it is vital that I get the questionnaires back as quickly as possible.

Thank you for your help and cooperation. If you have any questions, feel free to contact me.

Sincerely,



Robin Freeman  
Adult Coordinator

VITA 2

Robin Sue Freeman

Candidate for the Degree of  
Master of Science

Thesis: THE DEPENDENCY OF ADULT VOCATIONAL STUDENTS  
ENROLLED AT GORDON COOPER AREA VOCATIONAL  
TECHNICAL SCHOOL UPON FINANCIAL AID

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, January 12,  
1954, the daughter of Robert Franklin Evans and  
Norma Sue Evans.

Education: Graduated from Richfield High School,  
Waco, Texas in May, 1972; received Bachelor  
of Music degree from Oklahoma Baptist University,  
Shawnee, Oklahoma in May, 1976; completed re-  
quirements for Master of Science degree at Okla-  
homa State University in May, 1985.

Professional Experience: Office Manager of Adult  
Education, Gordon Cooper Area Vocational-Techni-  
cal School, Shawnee, Oklahoma, 1980-1982; Adult  
Coordinator/Financial Aid Director, Gordon Cooper  
Area Vocational-Technical School, Shawnee, Okla-  
homa, 1982-present.

Professional Organizations: American Vocational As-  
sociation, National Association of Vocational  
Education Special Needs Personnel, Oklahoma Associ-  
ation of Student Financial Aid Administrators,  
Oklahoma Association of Veterans Coordinators and  
Counselors, Oklahoma Vocational Association, and  
Phi Kappa Phi.