

A STUDY OF PART-TIME ADULT EDUCATION  
AT OKLAHOMA AREA VOCATIONAL-  
TECHNICAL SCHOOLS

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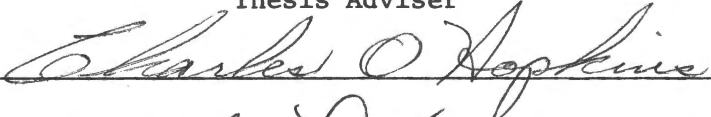
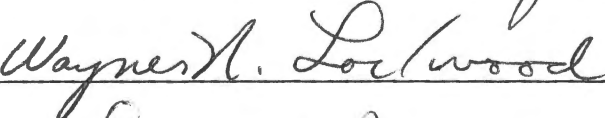
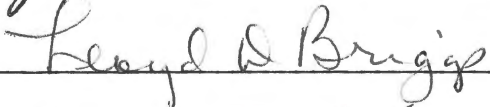


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## CHAPTER I

### INTRODUCTION

Twenty area vocational-technical school districts with ten satellite locations have been established in Oklahoma in the period from 1963 to 1976 (11). Implementation of the area vocational-technical school system has been one of the big educational stories in Oklahoma. However, this is more than a story of explosive growth, it is also a story of a new kind of school developed around the maturing concept of how to deliver vocational education to Oklahoma citizens. Previous to this development, public vocational education was delivered to citizens in secondary schools and in junior and senior colleges. The area vocational-technical school, according to hear say, is the combining of these two systems into vocational-technical education. However the literature related to this topic contain a number of recent articles refuting this view. It is their contention that forces that created the area vocational-technical school have brought forth an institution in its own right with an identity of its own. For example, The National Study for the Accreditation of Vocational and Technical Education (2) states: "This school's unique mission is to make vocational educational opportunities available to all persons in their communities consistent with their needs" (p. 115). According to Collins (9), vocational programs of the school would be organized to serve...

...those students in secondary schools, those who have completed or discontinued their formal education and

are preparing to enter the labor market, those who have entered the labor market but need to upgrade their skills or learn new ones, and those of varying ages with special educational handicaps (p. 3).

Bolan (5) emphasizes, "To be fully effective these institutions must work with both full-time and part-time adult education" (p. 89).

Tuttle (33) states that the Oklahoma plan for area vocational-technical schools is to "place vocational-technical education within driving distance of each senior high school student and adult in Oklahoma who wants and can profit from vocational training" (p. 4). Tuttle further says area vocational-technical school districts are created in the following manner:

1. An election is called for the purpose of voting "yes" or "no" on the question of forming a vo-tech district.
2. If a sufficient number of individual school districts vote in favor of the question, a second election is held to elect board members.
3. The new board determines the operating mill levy and presents it to the people for approval. If it passes, the school is in business. If it fails after a second try, the district is dissolved.
4. The building site of the new school is selected by the local board subject to the approval of the State Board of Vocational and Technical Education (p. 25).

An overview of the Oklahoma State Board of Vocational Education Policies (17) for the operation of area vocational-technical schools shows them generally organized within the following framework:

- 1) a part of the Oklahoma State Plan for Vocational-Technical Education, 2) receiving a proportion of financial support from the state and the balance from ad valorem taxes and miscellaneous revenue, 3) established and operated under standards set at the state level, 4) admitting all students who can benefit by a program, 5) charging little or no tuition to adults and none to district secondary students, 6) comprehensive in its vocational programs, 7) having a separate and distinct board of education, facilities,

and budgets, 8) locally initiated and controlled with sufficient state participation to maintain standards, 9) and serving secondary students one-half day, full-time adult students both one-half day/or all day and part-time students primarily during evening hours or whenever scheduling will permit (pp. 13-15).

Area vocational-technical schools need to be sensitive to the educational needs of adults and their education should be considered just as important as public education for children and youth. This is particularly true since adults are immediately affected by the fast changing events of the world. Adults are in positions to make decisions that affect all functions of government, they are challenged with the problems of parenthood and family life, they are challenged by environmental problems that threaten future generations, they are faced with increased costs due to inflation, they are responsible for productive output and they are directly affected by knowledge explosions and job obsolescence.

#### Statement of the Problem

Parallel to the growth of area vocational schools and the expansion of their full-time secondary and adult enrollments is the enrollment of adults in part-time adult education programs. Since part-time adult education programs were first offered at area vocational-technical schools in 1965-66, there has been very little systematic study of the effectiveness of these programs. Therefore, a need exists to determine if adult evening programs are meeting the needs of the adults who participate in these programs.

## Need for the Study

How useful are the part-time adult education programs in area vocational-technical schools? The question must first be put into perspective. The question might be how useful is the horse? If a man wanted a horse to pull a plow then a thoroughbred horse would be of little or no use to him. "Usefulness" or utility of something can be judged in terms of the job that needs done. If the job is well done, it is effective. It may be a very plain, inexpensive, and a simple tool like a pencil; however, if it has utility, it is of high value. If it does not work, however great the cost, however fancy the finish, however handy for other purposes, in terms of the job to be done, it is ineffective.

So, the question becomes "How effective are part-time adult education programs in area vocational-technical schools in terms of the job they are designed to do?" and "What is that job?"

What is the job of part-time adult education programs in area schools? A part-time adult education program in area schools should be a program that is organized around instruction, consisting of a series of classes to serve the adult's educational needs. According to Tuttle (33) its purpose is three-fold. It must offer (1) preparatory training for those preparing for job entry, (2) supplementary training for those workers already in the labor force, and (3) vocational training for those pursuing a vocational goal.

## Purpose of the Study

The purpose of this study was to identify reasons why adults enrolled in adult evening programs at area vocational-technical schools

and to determine if the course of study effectively satisfied the adults' reasons for taking the course. If participants indicated that the course of study met their objectives, how did they specifically benefit from the program? Further information was also sought to determine if the adult participants felt that the overall adult programs in the area vocational-technical schools were effective.

#### Research Questions

Adult education must serve the adult student in all respects. He must derive something that will benefit him personally or that will enable him to earn a higher standard of living. According to Collins (9), adults will not return to a course if it is not designed to lead them into a program or a sequence that will benefit them in terms of a better life.

The research questions that are postulated for this study are as follows:

- Question 1. What are the characteristics of the participants who enrolled in part-time adult education classes in Oklahoma area vocational-technical schools during the fiscal year 1973?
- Question 2. What reasons or objectives do participants give for enrollment in these classes?
- Question 3. Were participants satisfied that these classes aided them in meeting their objectives?
- Question 4. What are the perceived benefits to the participants of part-time adult education classes?

Question 5. Is there a relationship between participants' characteristics and the objectives, perceived benefits, usefulness, and ratings they cite in regard to their experiences with part-time adult education classes.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter contains a review of literature relative to adult education. For ease of presentation, this chapter is organized as follows: (1) the Identification of the Need for Adult Vocational Programs, (2) Results of Previous Research in Adult Education, (3) Methodology of Previous Research, and (4) a Summary of the Chapter.

This review deals with results of selected studies which bring into focus what seem to be factors most important to the assessment of society's interest in adult education.

#### Identification of Need

Many factors contribute concurrently to an increased interest in all phases and all levels of adult education. Legislative action creating monies for programs in areas of handicapped, disadvantaged and equal employment has spurred an interest in a previously neglected population. The fast changes taking place in the technological world have created a gap between today's worker and the labor demand. The stereotyping of the blue collar and white collar worker is being re-evaluated. Many persons who dropped out of educational and training programs before attaining a vocational skill now recognize the need to return to the education scene. The researcher will attempt to develop some of these as reasons for adult education.

As we view this fast moving world both from a technological sense and an educational sense we find society moving into new eras. As society enters new eras there are vast numbers left behind and locked out of society in many ways. Venn (35) says great gaps are being created between the older adult, who finds himself displaced because of technology, the educational opportunities of the suburbs and cities, education adults received and that of their children; the college graduate and the high school graduate; and the educational disciplines. Dihanidina (10) reported over 57,677,000 American adults aged 16 years and older who are not now enrolled in school and have not earned a high school diploma. Roth (28) states that "one out of five adults lacks the skills and knowledge needed to function effectively in society" (p. 1120). Walter Mondale (21) supports this statement by adding that:

...one in five persons cannot read well enough to understand a help wanted ad, one in three cannot figure out how to read a newspaper grocery ad, and one in six cannot perform the most basic writing skills (p. 22).

Venn (35) expands the idea to say:

Those who have not completed high school are 46 percent of the total labor force, yet they account for 65 percent of the unemployed. Sixty-two percent of the jobless fathers of children receiving aid to dependent children and 45 percent of all families with less than \$2,000 annual income have less than an eighth grade education (p. 117).

The world of work is changing, and it will change even more rapidly. Freingold (12) recalls:

In 1889, the director of the U.S. Patent Office asked President McKinley to abolish the Patent Office, because "everything that can be invented has been invented" (p. 674).



In 1926 Lee DeForest, in radio, stated, "while the television may be feasible, I consider it an impossibility." Bishop Wright said, "Orville, if God wanted us to fly he would have given us wings." All these myths have been destroyed with new knowledge and new skills. Each new discovery and new skill has changed the proportion of the work force dramatically. In 1900 the farmer represented 40 percent of the employed, today the percentage has dropped to about four percent. Thousands of jobs have been taken over by machines. The elevator operator has been replaced by a machine that can say, "please step to the rear, or this floor specializes in...." According to Congressman James Symington (31) the types of jobs will change even more dramatically. Only one-third of the jobs available for 2000 AD exist today and two-thirds will not be similar to those existing today.

Government raises its legislative arm in many areas creating a need for and making it possible to provide more adult education (i.e., Comprehensive Employment Training Act of 1973, Handicapped and Equal Employment Title IX) (25). CETA funds assist in helping persons who need training and jobs. In Oklahoma (25) a portion of \$20 million in CETA funds will be spent in 1977 for economically disadvantaged, unemployed, and underemployed persons to receive classroom training to upgrade present work standards. In the past only minimal employment was available to the handicapped. As the employment picture changes handicapped individuals are being mainstreamed into the job market and educational programs. Travis Harris (16), a blind person, says:

We need to allow the blind to try carpentry, auto mechanics, etc. The handicapped should not be

eliminated by those who assume they cannot do a job, but should be allowed to pursue a desired vocation until they succeed or eliminate themselves.

The Civil Rights Act passed with amendments prohibiting discrimination in employment based on sex. The full impact of this act is now being felt due to current publicity and activities of people working for the Equal Rights Amendment. Simmons (30), Willars (37), and Hall (14) all refer to the enormous gap between men and women in earning, opportunity, aspiration level, qualification, experience and professional areas. As stereotyping barriers are reduced greater numbers of adult women will return to educational programs to prepare themselves for the world of work.

Life becomes more complicated with the tools that are necessary for everyday living. For instance, how many people depend on a car, dishwasher, vacuum sweeper, air conditioning, etc., but do not know the simplest forms of repair or upkeep. Rozad (27) states people need to learn the maintenance and repair of these items to avoid placing themselves at the mercy of experts who sell and service them.

According to the April edition of U. S. News and World Report (19), "Job patterns are changing, overturning the old notion that a college diploma and a white collar are the best roads to a big pay check" (p. 45). Economist Sar Leviton of George Washington University says, "The potential plumbers, electricians and bakers are going to college leaving fewer entrants into skill areas which means greater pay." More recent pay figures on earnings based on a 1976 survey by the U.S. Bureau of Labor Statistics found fastest gains being scored by blue-collar workers. Pay hikes for blue-collar jobs averaged 6.3 percent to 8.9 percent over the last ten years. White-collar jobs

were up about 6.3 percent to 6.5 percent during the same period of time. This difference in pay and advancement is resulting in white-collar workers shifting to skill areas for greater pay and job satisfaction. In fact, tabulation of the socio-economic status of respondents in this study indicated that individuals would lower their socio-economic status with training. For example, a Bartlesville computer programmer took welding and became a welder earning greater pay but lower status. His statement is: "I enjoy the satisfaction of being capable of choosing my time to work at greater pay."

Also, there are vast numbers of people who are wanting to build, create, or make their own crafts. It is a healthy activity to watch people repair items (divans, tables) that would normally be discarded for something new. Many enterprising artisans have turned these crafts into part-time employment and full-time employment opportunities (31).

#### † Results of Previous Research

A review of research that is relevant to adult education and this study indicates that most of the studies are concerned with curriculum design, administrative functions, and reasons for adults enrolling in adult education.

Collins (9) established that Oklahoma needs a comprehensive plan which would include all facets of adult education. In his study he recommended that (1) a full-time person at the State Department of Vocational and Technical Education coordinate part-time adult programs and that adult basic education and media centers be set up at all

feasible locations to complement skill areas; (2) all course construction be open-ended for easy entry and exit; (3) part-time adult instructors should be experienced people from business and industry or day time vocational teachers in the related subject area; (4) part-time adult teachers should have five years trade experience and some college and (5) part-time adult courses should provide some training to students in the areas of job attitudes and obtaining a job.

Burgess (6) conducted a study of the reasons adults cite for participating in educational activities. He concluded that adults give many various and complex reasons for participation and these reasons could be grouped into seven basic factors. The results of a questionnaire completed by 1,046 adult learners indicated that these major factors are: (1) the desire to know, (2) the desire to reach a personal goal, (3) the desire to reach a social goal, (4) the desire to reach a religious goal, (5) the desire to escape, (6) the desire to take part in an activity, and (7) the desire to comply with formal requirements.

Olean (24) did a similar study with 4,400 university technical professionals at Boston University and found their objectives for additional education and training to be as follows:

<u>Objective</u>	<u>Percentage Agreeing</u>
To keep from becoming obsolete	64.3
To prepare myself for increased responsibility	62.8
To perform my present assignment better	44.8
To remedy my deficiencies in my initial training	38.8

<u>Objective</u>	<u>Percentage Agreeing</u>
To obtain an advanced degree	34.2
To enable me to become an authority in my field of specialty	34.1
Because my manager expects his people to take additional course work	6.6

A more recent study completed by Morton (22) surveyed full-time and part-time adult students who had completed courses of study. The responses show that approximately 70 percent were employed, 10 percent were seeking work, and the other 20 percent were not in the labor force. Those not seeking work were asked to indicate reasons. Those reasons included continuing education, illness, not interested in employment, retired, pregnant, or small children to care for.

The respondents had a very high response rate to the questions concerning instruction. The instructors were rated either good or excellent by 93 percent of the respondents for questions concerning teaching quality, instructor's knowledge about the subject, the extent to which the instructor was up-to-date in the field and interest shown by the instructor in work progress during the vocational program.

Only 550 of the 660 persons in the survey responded when asked to rate the interest shown by the instructor in their work progress after graduation. This compares to an average of 648 responses to the other questions concerning instruction. Approximately 72 percent rated the interest shown as excellent or good while the remaining 28 percent rated the interest shown as poor.

There were 460 part-time completers who indicated they were employed. About 80 percent of the employed completers were working full time. Fifty-three percent were working in a job related to their vocational

training. Only 38 percent had taken any on-the-job or employer sponsored training. More than 70 percent of the employed completers rated the skill training as either very good or excellent, while only about 4 percent rated the skill training inadequate.

Of the respondents, 254 indicated they were still in the same job as before training. Fifty-eight percent said that the training program increased their ability to perform job duties. Seventy-seven percent said that the training program did not lead to an increase in earnings. Seventy-one percent said that the training program did not lead to an increase in responsibilities assigned by the employer.

#### Methodology of Previous Research

Many different methods were considered prior to determining which method would be most appropriate for this study. Conceding that there is not any one best way to carry out a study, the best way is recognized as the one that fits the circumstances. Some of the questions that need to be considered are as follows: Who knows the answers? How do you reach this group? What is the first question? Do not ask what question? How can you test the questionnaire? Should you use data processing in sample selection? How should the data be handled? How should the results be reported?

Morton (22) conducted a survey to evaluate part-time adult students who had completed courses of study. The purpose was to establish the graduate's estimate of his total program. The population was composed of all part-time adult enrollment in classes for 1975. The sample size was derived by using a proportional allocation among the divisions. Each sample site was requested to supply current mailing

lists. A cover letter with a questionnaire was mailed to each selected completer. The statistical analysis system was used to process the data. Chi-square tests were performed to determine the significance of findings of the variables related.

The Delphi method was considered to be a very effective method of research that could be used in this study. Collins (9) found this method most effective for his study. His research focused on the issue of whether Oklahoma's part-time adult training program should be reassessed and a new plan formulated. A committee of 75 adult educators was chosen to offer their opinions to seven research questions. The opinions of the first mailing were organized and utilized to formulate the second mailing. Participants evaluated the second mailing and ranked their responses along with other participant responses. These were rank ordered and returned to the participants for evaluation and ranking a third time. Following the third mailing the answers to the research questions were summarized and conclusions and recommendations were derived from the summary.

#### Summary

The researcher has attempted to use this chapter to chart conclusive evidence for the reader that there is a need for this study and that a need exists for area vocational-technical schools to provide part-time adult education programs. Not only should area vocational-technical schools recognize the need for this type of training, they should accept the responsibility to find methods of expanding the program.

Castellucis (8) states, "Non-credit continuing education has been the fastest growing segment of education since World War II" (p. 15). This can be traced to the following: (1) the rapid expansion of knowledge and (2) the obsolescence of long term utility. He (8) continues: "More and more education for specific careers and job functions has to be obtained throughout the individuals productive life" (p. 15).

The fact that an adult works or is occupied during the day does not negate the school's responsibility to provide professional or avocational upgrade training. The adult has educational needs that are as great or greater than the day-time student. He is the person working full time in a responsible manner with little or no time to better himself. With his pronounced responsibility and desire for advancement and/or a desire to remain occupationally functional, short courses seem to fit this individual's training pattern. Therefore, the area vocational-technical school has a responsibility to find ways of providing programs that will fit the individual's desire as long as those programs provide needed services to society and are legal, moral, and fiscally responsible.



## CHAPTER III

### METHODOLOGY

#### Purpose of the Study

The purpose of this study was to identify those reasons why adults enrolled in adult evening programs at area vocational-technical schools and to find if the course of study satisfied the adults' perceived reasons for taking the course. If the course of study met the objectives, how did the adult students specifically benefit from the program? Further information was sought to find if the students felt the overall program was effective.

#### Research Questions

The following research questions were formulated to provide a focus for the systematic investigation of part-time adult education classes in Oklahoma area vocational-technical schools during the fiscal year 1973; i.e., the characteristics of participants, their reasons for participation, their satisfaction with these classes and the perceived benefits from these classes.

Question 1. What are the characteristics of the participants who enrolled in part-time adult education classes in Oklahoma area vocational-technical schools during fiscal year 1973?

- Question 2. What reasons or objectives do participants give for enrolling in these classes?
- Question 3. Were participants satisfied that these classes helped them meet their objectives?
- Question 4. What are the perceived benefits to the participants of part-time adult education classes?
- Question 5. Is there a relationship between participants' characteristics and the objectives, perceived benefits, usefulness and ratings they cite in regard to their experiences with part-time adult education classes?

#### Population

The population for this study consisted of all individuals enrolled in part-time adult education classes held in Oklahoma area vocational-technical schools for the fiscal year 1973. The year 1973 was selected so that study participants would have had enough time to determine whether or not the skills and knowledge they acquired through the part-time adult classes in area vocational-technical schools were of benefit to them. It was also selected because the addresses of most participants would still be current and could thus be used to contact them for their responses.

Each of the area vocational-technical schools in operation during 1973 were contacted with regard to this study. Those electing to participate in this study were asked to supply a list of the names, addresses and course titles for all adults enrolled in part-time adult classes during 1973. Those schools supplying information for this study were: Tri-County AVTS, Bartlesville; Caddo-Kiowa AVTS, Fort Cobb;

Central Oklahoma AVTS, Drumright; Indian Capitol AVTS, Muskogee; Gordon Cooper AVTS, Shawnee; Canadian Valley AVTS, Chickasha; Kiamichi AVTS, Wilburton; Mid-America AVTS, Wayne; Great Plains AVTS, Lawton; Western Oklahoma AVTS, Burns Flat; O. T. Autry AVTS, Enid; and Red River AVTS, Duncan. The Tulsa and Oklahoma City area vocational-technical schools were eliminated from the survey due to their organizational patterns during the year being studied and the difficulty in assigning enrollments to the area vocational-technical schools' adult evening programs. Southern Oklahoma Area Vocational-Technical School at Ardmore also did not participate due to board of education policies of the district preventing administrative officers from mailing lists of students' names.

#### Sampling Method

Participants in this study were selected using a random numbers procedure. One participant was selected for each 10 enrollments in a given class. All part-time classes were thus represented in the sample and the sample represented 16.2 percent of the study population. Given the size of the sample, no replacements were made for individuals who could not be reached at the address given.

#### Development of the Instrument

A prototype survey instrument was developed from recommendations gathered from the review of literature and from administrative personnel and faculty members in adult education in Oklahoma area vocational-technical schools, the State Department of Vocational and Technical Education, and Oklahoma State University. Since many of the potential

participants in the study would have an educational background of less than the sixth grade, it was determined that the language of the instrument should be elementary and that the procedure for completing the form be kept simple. The prototype instrument was printed on a 3" x 5" card with return address to the researcher and the postage was prepaid. (Appendix A).

A pilot study utilizing the prototype instrument was sent to a sample of two hundred participants, along with a letter of explanation. Only two percent of the completed forms were returned. Based on this experience the form was revised. An 8½" x 11" one-page form with all information required for the study was developed. It was also decided that a gift to the respondent would increase interest in the study and improve the response rate. The gift selected for the student was a nickel taped to the introductory page with comments to personalize the study and to emphasize the need for their participation in it.

The final draft of the survey instrument was mailed to several respondents to test for vagueness of instructions, double meaning, and appropriateness of questions. The instrument was also reviewed by faculty members at Oklahoma State University and personnel in the Oklahoma State Department of Vocational and Technical Education to insure clarity and appropriateness. The survey instrument is appended to this study (Appendix B).

#### Collection of Data

A copy of the survey form, with a nickel attached, was mailed to each of the 1187 individuals in the study sample during the week of December 5, 1976. A second and third mailing to non-respondents was

planned at one month intervals if needed to obtain a 40 percent return rate. A limited follow-up study on non-respondents was planned at the completion of the data collecting phase of the study.

#### Analysis of Information

Descriptive statistics and chi square were used to analyze participant responses. The analysis of study data was based on the characteristics of the respondents with the six research objectives serving as the focus for this investigation. The information was coded and transferred to computer data cards for the purpose of analysis. The Statistical Package of the Social Sciences (SPSS) was used to perform the descriptive and statistical analysis of the data in this study (23). The socio-economic scale used in this study was based upon one contained in Blau and Duncan's book, The American Occupational Structure, (4). The categories used and the corresponding SES numerical indexes are contained in Appendix C.

Chi square analyses were used to compare the characteristics of the respondents such as age, education, etc., to reason for taking the course, most important reason for taking the course, objectives, benefits, usefulness of the course, employment status in 1973, employment status in 1976, socio-economic status 1973, socio-economic status 1976, future courses and comments by the student as to suggestions, statements and netural comments about the programs.

In order to obtain meaningful comparisons between several of these variables, it was anticipated that it would be necessary to aggregate the data to smaller numbers of groups to eliminate as many zero cells as possible in the chi square analysis. A probability of .05 or less

was used to determine the statistical significance for each chi square obtained.

#### Limitations

1. Ex-post fact questions to participants does not allow for changes in reasons for participation to be in greater agreement with the goals of a given course.
2. Requesting the subjects to draw conclusions on how they benefited from the course knowing that other factors play major roles in a person's employment.
3. The request for the subjects to determine the usefulness of the course, quality of equipment, knowledge of the teacher, and the quality of the teaching after a four-year lapse of time between the survey and the course.
4. It is impossible to completely eliminate the subjects from feeling they should answer a particular way. Barnes (3) indicates that: "If people feel that they are guinea pigs being experimented with, or if they feel they are being tested and must make a good impression, or if the method of collection suggests responses...the measuring process may distort the experimental results" (p. 164).

## CHAPTER IV

### FINDINGS AND DATA ANALYSIS

The purpose of this study was to identify those reasons why adults enrolled in adult evening programs at area vocational-technical schools and to find if the course of study satisfied the adults' perceived reasons for taking the course. If the course of study met the objectives, how did the adult students specifically benefit from the program? Further information was sought to find if the students felt the overall program was effective and should be continued in the same mode of delivery. The data for this study were obtained from a mail survey of a random sample of individuals who had participated in part-time adult education classes in Oklahoma area vocational-technical schools during the 1973 fiscal year.

This chapter is organized into the following three sections: participant characteristics, participant responses to various factors related to their experiences in part-time adult education classes, and chi square comparisons between participant characteristics and factors related to their experiences in part-time adult education classes.

#### Participant Characteristics

Variables used to describe participant characteristics in this study were: school, program division, age, sex, race, marital status, head of household, number of dependents, employment status 1976 and

1973. The population for this study included the 7,141 individuals listed on the part-time adult education class rolls supplied by participating Oklahoma area vocational-technical schools for the 1973 fiscal year. A random sample of 1187 names was selected for this study. Survey forms were mailed to each person in the sample, with 327 instruments returned unopened because the individuals had moved leaving no forwarding address. Given the size of the sample, these individuals were not replaced, and an adjusted sample size of 860 (1187 - 327) was used in the data analysis. Of the remaining 860, 366 adults responded to the survey.

Area vocational-technical schools participating in this study were very cooperative in furnishing lists of students names. Several schools reported receiving numerous telephone calls from students concerning the survey. The administrative officers in these schools encouraged students to respond, thus providing valuable assistance in the conduct of this research.

The response rate selected as acceptable for this study was 40 percent. The response rates by school are listed in Table I. Since a 42.5 percent response rate, using the adjusted sample size as a basis for this calculation, was obtained from the initial mailing, the planned second and third mailings to non-respondents were not deemed necessary.

The classes in which respondents had participated were categorized into one of five divisions. Agriculture and distributive education were included in the category of "other" because of the limited number of classes and of respondents from these areas. Although there are a great many part-time adult classes in agriculture and distributive education in Oklahoma, most are conducted in comprehensive high schools or settings



other than area vocational-technical schools. The "other" division also included such programs as general education development, supervision, crafts, and personal development. Table II provides a summary of the distribution of respondents by the five divisions used in this study.

TABLE I  
DISTRIBUTION OF PARTICIPANTS BY SCHOOL

School	Number in Sample	Addresses Unknown	Adjusted Sample* Size	Number Respondents	Percentage
1	110	27	83	17	20.4
2	74	26	48	28	58.3
3	103	36	67	26	29.8
4	154	25	129	61	47.2
5	21	6	15	12	80.0
6	169	65	104	43	41.3
7	97	25	72	20	27.7
8	69	22	47	28	59.5
9	57	15	42	8	19.0
10	167	13	154	71	46.1
11	89	50	39	21	53.8
12	77	17	60	31	51.6
Total	1187	327	860	366	42.5

\*Number in sample - address unknown = adjusted sample size

TABLE II  
DISTRIBUTION OF PARTICIPANTS  
BY PROGRAM DIVISION

Division	Number in Sample	Number Addresses Unknown	Adjusted Sample Size	Number of Respon- dents	Per- centage
Business and Office	345	95	250	104	28.2
Health Occupations	126	26	100	28	7.5
Home Economics	61	19	42	28	7.5
Trade and Industry	545	154	391	171	47.2
Other	110	33	77	35	9.6
<b>Total</b>	<b>1187</b>	<b>327</b>	<b>860</b>	<b>366</b>	<b>100.0</b>

\*Number in sample - number of addresses unknown = adjusted sample size

The ages of the respondents varied from nineteen years to eighty-one years. Participants were grouped according to age using the following intervals: 19 to 29, 30 to 39, 40 to 49, and 50 years and over. The oldest respondent in the study was 81. Fifty-three respondents did not give their age. The distribution of the participants according to age is displayed in Table III.

Tables IV through X summarize the other characteristics of study participants. As might be expected, more males than females responded to the survey. This reflects the fact that males greatly outnumbered females in part-time adult vocational-technical education classes during fiscal year 1973.

TABLE III  
DISTRIBUTION OF PARTICIPANTS BY AGE\*

Age in Years	Number of Respondents	Percentage
20-29	80	25.6
30-39	81	25.9
40-49	70	22.4
50- +	82	26.2
Total	313	100.0

\*NOTE: 53 respondents did not supply this information.

Table IV summarizes the distribution of participants by sex. The 1970 U.S. Census Data for Oklahoma reports that 48.7 percent of the state's population is male. This compares to 52.9 of the respondents in the study who indicated that they were male.

The distribution of participants by race is displayed in Table V. Slightly more than seven percent indicated that they were non-white. The 1970 U.S. Census Data for Oklahoma indicates that eleven percent of the state's population was non-white.

The distribution of respondents by marital status shows that 84 percent of the participants were married (see Table VI) and 57 percent were heads of households (see Table VII).

TABLE IV  
DISTRIBUTION OF PARTICIPANTS BY SEX\*

Sex	Number of Respondents	Percentage
Male	174	52.9
Female	155	47.1
Total	329	100.0

\*NOTE: 37 respondents did not supply this information

TABLE V  
DISTRIBUTION OF PARTICIPANTS BY RACE\*

Race	Number of Respondents	Percentage
White	300	92.9
Non-White	23	7.1
Total	323	100.0

\*NOTE: 43 respondents did not supply this information

TABLE VI  
 DISTRIBUTION OF PARTICIPANTS BY  
 MARITAL STATUS\*

Marital Status	Number of Respondents	Percentage
Married	271	83.9
Non-Married	52	16.1
Total	323	100.0

\*NOTE: 43 respondents did not supply this information

TABLE VII  
 DISTRIBUTION OF PARTICIPANTS BY  
 "HEAD OF HOUSE" STATUS\*

Status	Number of Respondents	Percentage
Head of House	138	57.0
Non-Head of House	104	43.0
Total	242	100.0

\*NOTE: 124 respondents did not supply this information

Table VIII summarizes the distribution of participants by number of dependents in the home. Close to 73 percent of the respondents to this question had one or more dependents, with 35 percent reporting three to twelve dependents.

TABLE VIII  
DISTRIBUTION OF PARTICIPANTS BY DEPENDENTS\*

Dependents	Number of Respondents	Percentage
None	86	27.4
One and Two	118	37.6
3-12	110	35.0

\*NOTE: 52 respondents did not supply this information

Table IX presents the distribution of participants by employment status in both 1973 and 1976. In the year under investigation, 1973, close to 82 percent of the respondents reported that they were employed in some capacity. Only 5.3 percent were unemployed. The major changes between 1973 and 1976 occurred in the full-time and part-time employment categories where a slight decrease was experienced, and in the retired and self-employed categories where increases were experienced.

TABLE IX  
DISTRIBUTION OF PARTICIPANTS BY EMPLOYMENT\*

Status	Number of Respondents 1976	Percentage 1976	Number of Respondents 1973	Percentage 1973
Full-time	198	55.6	215	60.2
Part-time	13	3.7	33	9.2
Unemployed	21	5.9	19	5.3
Retired	26	7.3	10	2.8
Homemaker	41	11.5	36	10.1
Self-Employed	57	16.0	44	12.3
<b>Total</b>	<b>356</b>	<b>100.0</b>	<b>357</b>	<b>100.0</b>

\*NOTE: 9 respondents did not supply this information

Table X presents the distribution of participants by socio-economic status scale for both 1973 and 1976. In the year 1973, 71 cases and in 1976, 85 cases were not included due to participants who reported that they were housewives, retired, or unemployed. These individuals were not assigned an SES index number since the scale is based upon employment. Over 34 percent of the participants were in the lower end of the SES scale in 1973 compared to 24 percent in 1976. Close to 53 percent of the participants were grouped in the middle third of the SES scale in 1973 as compared to 61 percent in 1976. There was a slight overall increase in the percentage of participants in the upper two-thirds of the SES scale from 1973 to 1976.

TABLE X  
DISTRIBUTION OF PARTICIPANTS BY  
SOCIO-ECONOMIC STATUS

Status	Number 1973	Percentage 1973	Number 1976	Percentage 1976
0-33	101	34.2	68	24.2
34-66	153	52.6	169	61.6
67-92	41	13.2	44	15.7
Total	295	100.0	281	100.0

A telephone survey of a small sample of non-respondents was conducted to determine if they differed from respondents. A total of 25 non-respondents were randomly selected for this follow-up study. Of the 25, 13 could not be reached because they had been living in rental property and had moved or their phone had been disconnected. Of the 12 who were reached, five had been in trade and industry, four in business and office and three in health occupations classes. With one exception, all indicated that their objectives for enrolling in a part-time adult class had been met. The one person who felt that his objectives had not been met had misinterpreted the class description and, instead of being in the rough framing class he wanted, ended up in a cabinet making class. None of these individuals were of a minority race, five were male and seven female and their ages ranged from 23 to 57 years.



Participant Responses to Various Factors  
Related to Their Experiences in Part-  
Time Adult Education Classes

Participants were presented with a list of twelve possible reasons for enrolling in part-time adult classes and asked to indicate all that applied. The distribution of their responses is contained in Table XI. Participants were then requested to go back through the list of reasons checked and circle the one reason they considered most important in regard to their decision to enroll in a given class. The results from responses to this item are also reported in Table XI.

"To develop skills for personal use" was the most frequent reason cited by respondents for their enrollment in part-time adult classes. Nearly 70 percent indicated that this was one of the reasons they enrolled in a class. This was also the item most frequently selected as being the "most important" reason for their enrollment, with over 30 percent circling it. The second most popular item was "personal enjoyment and enrichment or to become better informed" with 67.8 percent selecting this as one reason for enrollment, and 27.7 percent citing it as the "most important" reason for enrolling. The third most frequently selected reason, to "learn for the sake of learning," was picked by over 46 percent of the respondents, while only 7.7 percent identified it as the "most important" reason. On the other hand, 28.1 percent of the respondents identified "preparation to get a job or a new job" as one reason for enrolling in a class, while 21.0 percent cited this as the "most important" reason. Combining all employment-related categories, i.e., "preparation to get a job," "preparation to advance in present job," "new requirements of present job,"

TABLE XI  
 DISTRIBUTION OF PARTICIPANTS' RESPONSES  
 BY REASONS FOR PARTICIPATING AND  
 MOST IMPORTANT REASON  
 FOR PARTICIPATING

Reason	All Reasons		Most Important Reason	
	Number	% of Total	Number	% of Total
1. Preparation to get a job or a new job	101	28.1	65	21.0
2. Preparation to advance in present job	67	18.6	24	7.7
3. Personal enjoyment and enrichment or to become better informed	244	67.8	86	27.7
4. Meet new people	46	12.8	1	.3
5. New requirements of present job	28	7.8	5	1.6
6. To belong to a group	5	1.4	0	0.0
7. Learn for the sake of learning	167	46.4	22	7.1
8. Skills for personal use	250	69.4	94	30.3
9. To break routine living	36	10.0	1	.3
10. Get away from problems	8	2.2	1	.3
11. Certification requirements	24	6.7	4	1.3
12. Requirement for advanced course	17	4.7	2	.6
Total	-	-	305	100.0

"certification requirements," and "requirements for advanced course," resulted in over 32 percent of the respondents indicating that their most important reason for enrolling in part-time adult education was occupation or employment related. Approximately two-thirds of the participants cite other reasons such as: "personal enjoyment and enrichment," "to become better informed," "skills for personal use," and "learning for the sake of learning," as their most important reason for enrolling in a given class. The remaining individuals (3 percent) indicated that social reasons such as "to meet new people," "to break routine living," and "to get away from personal problems" as their most important reason for participation.

Study participants were asked to indicate whether or not their objectives, i.e., reasons for participating in a given class, were met. Ninety-one percent or 317 of the respondents indicated the course met the objectives for which they had enrolled. The distribution of their responses is presented in Table XII.

Respondents were asked to rate selected factors related to the part-time adult education classes in which they had been enrolled. The distributions of their responses to each factor is presented in Table XIII. All factors received high positive mean ratings by respondents. The quality and usefulness of the equipment was rated average or high by 95.0 percent of the respondents. Over 98 percent of the respondents rated the teacher's knowledge of the subject as either average or high. When asked to rate the quality of the teaching, over 96 percent of the respondents rated it average or high. The total usefulness of the course was rated average or high by over 91 percent of the respondents.

TABLE XII  
 DISTRIBUTION OF PARTICIPANTS' RESPONSES  
 TO THE COURSE MEETING  
 THEIR OBJECTIVES

Response	Number of Respondents	Percentage	Adjusted Percentage
Yes	317	86.6	91.4
No	30	8.2	8.6
No Response	19	5.2	-
<b>Total</b>	<b>366</b>	<b>100.0</b>	<b>100.0</b>

TABLE XIII  
 DISTRIBUTION OF PARTICIPANT RATINGS OF  
 SELECTED FACTORS RELATED TO THE  
 CLASSES IN WHICH THEY  
 WERE ENROLLED

Factor	Ratings			Mean
	Low	Average	High	
Usefulness of course	30 8.8%	133 39.1%	177 52.1%	2.43
Quality and usefulness of equipment	16 5.0%	102 32.2%	199 62.8%	2.58
Teacher's knowledge of subject	5 1.5%	69 20.5%	262 78.0%	2.76
Teacher's ability to teach	12 3.6	98 29.8%	219 66.6%	2.63

Respondents were presented with a list of ten possible benefits that could have accrued to them as a result of participating in part-time adult education classes and were asked to check all that applied to them. Of that 346 respondents, 335 (97 percent) indicated the course benefited them in one or more ways. More than 50 percent felt they acquired a business skill, home skill, improved a skill or obtained a new skill. Over 14 percent checked that they had obtained a new job, better position, or a part-time job. Only 19 percent checked social reasons as a benefit. The list of reasons and distribution of participant responses are presented in Table XIV.

Chi Square Comparisons Between Participant  
Characteristics and Factors Related  
to Their Experience in Part-Time  
Adult Education Classes

Table XV contains a summary of chi square comparisons between participant characteristics and reasons for participation in part-time adult education classes. The following discussion focuses on the statistically significant chi square comparisons associated with each reason.

Reason 1. To Get a Job or a New Job

The selection of "to get a job or a new job" as a reason for enrollment varied from 9.8 percent of the participants in one school to 75.0 percent in another school. In most schools, between 25 to 50 percent of the respondents selected this reason. Nearly 60 percent of the health occupations and 50 percent of the business and office occupation participants selected this reason, while only 7.4 percent of the home

TABLE XIV  
 DISTRIBUTION OF PARTICIPANTS' RESPONSES  
 TO THE BENEFITS OF THE COURSE  
 TO THE PARTICIPANTS

Benefit	Number of Responses*	Percentage
1. Obtained a new skill	167	49.7
2. Improved a skill	153	45.7
3. Improved home skill	94	28.1
4. Certification requirement	21	6.3
5. Obtained a part-time job	17	5.1
6. Obtained a better position	35	10.4
7. Obtained a new job	46	13.7
8. Private business skill	31	9.3
9. Increased salary	44	13.1
10. Association with people	66	19.7

\*335 persons responded to this question

TABLE XV

SUMMARY OF CHI SQUARE COMPARISONS BETWEEN PARTICIPANT BACKGROUND VARIABLES  
AND REASON FOR PARTICIPATION IN PART-TIME ADULT EDUCATION CLASSES

Variable	To get a job or a new job	To advance in present job	Personal enjoy- ment or to be informed	Meet new people	New require- ments of job	To belong to a group	Learn for the sake of learn- ing	Skills for personal use	To break rou- tine living	Get away from personal problems	Certification requirements	Requirement for advanced courses
School Df = 11	*** 39.78 0.000	11.474 0.404	24.170 0.012	9.491 0.576	22.674 0.019	6.818 0.813	16.437 0.125	13.384 0.268	6.647 0.826	7.631 0.745	16.009 0.140	12.460 0.330
Division Df = 4	*** 62.038 0.000	** 15.588 0.003	*** 15.515 0.003	8.706 0.068	3.686 0.450	8.065 0.089	6.026 0.197	*** 28.43 0.000	16.192 0.002	13.042 0.011	5.519 0.238	5.604 0.230
Age Df = 3	*** 28.547 0.000	2.257 0.520	2.867 0.4125	3.541 0.315	5.052 0.168	** 11.365 0.009	* 9.190 0.026	5.526 0.137	1.371 0.712	5.536 0.136	5.244 0.154	2.291 0.514
Sex Df = 1	*** 16.496 0.000	* 4.336 0.037	0.649 0.420	* 5.535 0.018	** 10.161 0.001	0.154 0.694	2.894 0.088	** 9.448 0.002	*** 13.263 0.000	1.519 0.217	1.456 0.227	0.054 0.816
Race Df = 1	3.738 0.053	1.420 0.233	** 7.740 0.005	2.812 0.093	0.051 0.820	0.177 0.673	0.011 0.912	3.583 0.058	0.675 0.411	0.009 0.922	0.994 0.318	0.078 0.779

TABLE XV (CONTINUED)

Variable	To get a job or a new job	To advance in present job	Personal enjoy- ment or to be informed	Meet new people	New require- ments of job	To belong to a group	Learn for the sake of learn- ing	Skills for personal use	To break rou- tine living	Get away from personal problems	Certification requirements	Required for advanced courses
Married Df = 1	*** 14.198 0.000	2.196 0.138	* 4.715 0.029	0.016 0.898	0.523 0.469	0.141 0.706	0.007 0.933	** 7.226 0.007	1.393 0.237	0.040 0.839	0.877 0.349	0.261 0.609
Head of Household Df = 1	* 4.107 0.042	* 5.151 0.023	0.533 0.465	1.063 0.302	0.649 0.789	0.270 0.602	1.037 0.308	** 9.689 0.001	1.890 0.169	0.578 0.446	2.613 0.106	0.274 0.600
Dependents Df = 2	* 6.310 0.042	3.806 0.149	0.334 0.846	5.780 0.055	2.181 0.336	3.751 0.153	3.096 0.212	4.132 0.126	3.625 0.163	0.649 0.722	3.094 0.212	2.557 0.278
SES 76 Df = 2	** 12.579 0.002	0.544 0.761	4.822 0.089	* 7.302 0.026	2.685 0.261	1.071 0.585	1.179 0.554	4.677 0.096	0.449 0.798	1.820 0.402	0.040 0.980	1.481 0.476
SES 73 Df = 2	*** 20.227 0.000	1.760 0.414	3.381 0.184	* 7.268 0.026	2.520 0.283	1.218 0.543	0.057 0.971	** 0.783 0.007	0.281 0.868	9.769 0.007	1.962 0.374	3.074 0.215
Employment 76 Df = 5	*** 45.207 0.000	** 15.119 0.009	5.482 0.359	** 17.475 0.003	1.734 0.884	21.384 0.000	7.307 0.198	* 13.489 0.019	5.304 0.379	13.818 0.016	4.548 0.473	5.127 0.400



TABLE XV (CONTINUED)

Employment		Variable
73	45.207	To get a job or a new job
	0.000	
	17.58	To advance in present job
	0.003	
	8.643	Personal enjoyment or to be informed
	0.124	
	7.600	Meet new people
	0.179	
	6.706	New requirements of job
	0.243	
	6.847	To belong to a group
	0.232	
	11.452	Learn for the sake of learning
	0.043	
	6.235	Skills for personal use
	0.283	
	6.180	To break routine living
	0.289	
	4.417	Get away from personal problems
	0.491	
	17.784	Certification requirements
	0.003	
	3.542	Requirement for advanced courses
	0.617	

\*P < .05  
 \*\*P < .01  
 \*\*\*P < .001

home economics participants and 3 percent of those categorized as "other" selected it. Those individuals in the under 30 years of age bracket were almost twice as likely to select this reason as were participants in other brackets. Nearly 52 percent of them checked it as a reason. Females were more than twice as likely to select this reason as were males, 39.4 percent versus 18.5 percent. Approximately 84 percent of the respondents in this study were married with 23.3 percent (63 persons) selecting this as a reason. On the other hand, 50 percent of the unmarried respondents cited this as a reason for enrollment. Approximately 34 percent of those individuals not heads of households selected this reason, compared to approximately 21 percent of those who were heads of households. Individuals with no dependents were nearly twice as likely to select this reason as were persons with three or more dependents, 37.2 percent compared to 21.8 percent. Close to 25 percent of the individuals with one or two dependents checked this reason. Persons in the low and middle socio-economic (SES) brackets both in 1973 and 1976 were much more likely to check this reason than were persons in the highest SES brackets (approximately ten to one in 1973 and five to one in 1976). With regard to employment status, in 1973 and 1976, both the unemployed and the full-time employed remained constant in the percentage who selected this reason, approximately 57 and 30 percent respectively. However, in 1973, close to 64 percent of those employed part-time indicated this was a reason. In 1976, only 38.5 percent of the individuals in this category gave this reason. The data seem to indicate that individuals in this category either got full-time employment, retired, or replaced full-time employees who retired in the time period from 1973 to 1976.

### Reason 2. To Advance in Present Job

There were 67 participants who selected this as one of their reasons for enrolling. When participants were grouped by divisions, 28 percent of business and office respondents and approximately 20 percent of the trade and industry respondents selected this category as compared to the next highest division, with approximately 7 percent of the respondents citing this as a reason for enrolling in health occupations. Over 23 percent of the males versus approximately 14 percent of the females, and 26 percent of heads of households compared to 14 percent of respondents who were not heads of households cited this reason. The employment status in 1973 of individuals who selected this reason was approximately 25 percent employed full-time, 15 percent employed part-time, 14 percent self-employed and 11 percent were unemployed. None of the retired individuals or housewives selected this as a reason. When compared to employment status in 1976, the percentage of persons in each category selecting this reason remains relatively constant. However when comparing the employment status of those individuals who selected the previous reason, "to get a job or a new job," with current reason, "to advance in present job," a major difference in response patterns results. Over 63 percent of those persons employed part-time in 1973 selected the previous reason as compared to only 15 percent who selected the current reason. Similar results are obtained when part-time employment status in 1973 and 1976 is compared for these reasons.

### Reason 3. Personal Enjoyment Or to Be Informed

Between 55 to 94 percent of the participants from all schools, with one exception (37.5 percent) selected this as one reason for their

enrollment in a part-time adult education class. The lone exception was the same school in which a very high percentage of the respondents selected reason 1 (to get a job or a new job) when participants from all other schools were much less likely to have selected that reason. Individuals in the business and office division were much less likely to select personal enjoyment or to be informed as a reason than were persons in the "other" division, 55 percent versus 87.9 percent. Non-whites were much less likely to select this reason than whites, 39.1 percent compared to 69.7 percent. Married individuals were more likely than unmarrieds to select this reason, 70.4 percent versus 53.8 percent.

#### Reason 4. Meet New People

While neither sex selected this reason to any great extent, 18.1 percent of the females and 8.7 percent of the males indicated this was a factor in their enrollment. Similarly persons in the middle SES brackets in both 1973 and 1976 were much less likely to cite this reason than were individuals in the other brackets, approximately 8 percent versus 16 to 20 percent. In 1973, 10.5 percent of the unemployed cited this as one reason for enrolling in a part-time adult education class. Over 30 percent of the retired persons in 1973 also cited this as one reason for participation. However, while all other employment status categories in 1976 remained relatively constant in the percentage who selected this reason, including retired persons, none of the individuals who were unemployed in 1973 and selected this reason remained unemployed in 1976.

#### Reason 5. New Requirements of Job

Persons who selected this as a reason predominately come from four of the twelve schools. Approximately 20 percent of the participants from each of these four schools selected this as a reason, while in the remaining eight schools only 4 percent of the participants, or less, made this selection. In comparing the male responses to female responses, 13 percent and 3 percent respectively selected this as one reason for participation.

#### Reason 6. To Belong to a Group

Only four persons in the 50 years and older age bracket selected this reason (4.9 percent of the total). None of the other participants selected it.

#### Reason 7. Learn for the Sake of Learning

Between 34 and 58 percent of the participants in each age bracket selected this as one reason for enrollment. The 40 to 44 year olds were much less likely than individuals in the 50 years and over age group to select this reason (34.3 percent compared to 57.3 percent). Two-thirds of the individuals who identified their employment status in 1973 as that of a housewife selected this as a reason in comparison to 31.6 and 30.3 percent respectively who identified themselves as unemployed or employed part-time.

#### Reason 8. Skills for Personal Use

Approximately 50 percent of the respondents in the business and office and health occupations divisions cited this reason, while over

75 percent of the respondents in the "other" division checked this reason. Close to 80 percent of the males gave this reason compared to only 62.6 percent of the females. Nearly 76 percent of the married respondents selected this reason. Almost identical figures were obtained for the heads of household versus the non-heads of household, 78.1 percent and 58.7 percent respectively. There were over 90 percent of the respondents in the highest SES 1973 bracket who selected this reason compared to approximately two-thirds of the individuals in the middle and lower brackets. Individuals whose employment status in 1976 was that of retired were the most likely to have selected this reason, with 88.5 having done so. In comparison, only 47.6 percent of the unemployed and 58.5 percent of the housewives selected this reason.

#### Reason 9. To Break Routine Living

There were 36 participants who selected this as one of their reasons for enrolling in part-time adult education. Approximately, 17 percent of the females selected this reason, compared to 4 percent of the males.

#### Reasons 10 Through 12

The chi square comparisons involving these reasons resulted in no statistical difference.

Chi square comparisons between participants' characteristics and whether or not personal objectives were attained yielded only one statistical significant difference in response patterns. The one statistically significant chi square comparison was in regard to race.

Approximately 8 percent of the white participants did not feel their objectives were met as compared to 24 percent of the non-whites.

(See Table XVI).

TABLE XVI  
SUMMARY OF CHI SQUARE COMPARISONS BETWEEN  
PARTICIPANTS' BACKGROUND VARIABLES AND  
WHETHER OR NOT PERSONAL OBJECTIVES  
WERE ATTAINED

Variables	$\chi^2$	df	Probability
School	8.073	11	0.707
Division	2.624	4	0.623
Age	5.581	3	0.134
Sex	0.081	1	0.893
Race	4.275	1	0.039*
Married	0.081	1	0.777
Head of House	2.401	1	0.121
Dependents	1.643	2	0.440
SES 76	2.655	2	0.265
SES 73	4.438	2	0.109
Employment 76	9.695	5	0.084
Employment 73	1.388	5	0.9256

\*P < .05

\*\*P < .01

\*\*\*P < .001

Table XVII presents a summary of chi square comparisons between participants' background variables and value of the course of part-time adult education. Of the participants, 335 rated the "usefulness of the course," "quality of the equipment," "knowledge of the subject by the teacher," and "quality of teaching."

Question 1. Usefulness to Me

Approximately 52 percent of the white participants rated the usefulness of the course as high compared to 38 percent of the non-white participants. Over 40 percent of the white participants rated the course useful as did more than 38 percent of the non-whites. Only 8 percent of the white participants rated this statement low, while nearly 24 percent of the non-white participants did so.

Question 2. Quality and Usefulness of  
Equipment

Over 73 percent of the participants with one or two dependents rated this question high compared to nearly 58 percent of the participants with three or more dependents and 55 percent of the participants with no dependents who rated this statement high. Approximately 40 percent of the participants with no dependents or with three or more dependents rated this item as average, compared to approximately 24 percent of the participants in the one or two dependent category. None of the comparisons involving other questions resulted in statistically significant chi square comparisons.



TABLE XVII  
 SUMMARY OF CHI SQUARE COMPARISONS BETWEEN  
 PARTICIPANTS' BACKGROUND VARIABLES AND  
 VALUE OF THE COURSE OF PART-TIME  
 ADULT EDUCATION PROGRAMS

Variable	Usefulness	Quality of Equipment	Knowledge of Teacher	Quality of Teaching
School	28.216	26.141	23.645	26.605
Df = 22	0.168	0.245	0.366	0.226
Division	9.723	8.521	7.362	3.907
Df = 8	0.285	0.384	0.498	0.865
Age	7.007	7.051	3.526	1.864
Df = 6	0.320	0.316	0.740	0.931
Sex	1.850	3.298	2.393	0.213
Df = 2	0.396	0.192	0.302	0.898
Race	6.602	1.395	0.519	0.802
Df = 2	0.036*	0.497	0.771	0.669
Marital Status	0.428	1.306	1.331	2.386
DF = 2	0.807	0.520	0.513	0.303
Head of House	4.555	3.473	1.435	0.163
Df = 2	0.102	0.176	0.487	0.921
Dependents	5.831	11.676	7.027	7.900
Df = 4	0.212	0.019*	0.134	0.095
SES 76	0.651	4.208	4.051	8.190
Df = 4	9.957	0.378	0.399	0.084
SES 73	0.976	5.130	6.028	6.002
Df = 4	9.913	0.274	0.197	0.198
Emp. 76	10.101	10.176	4.908	7.422
Df = 10	0.431	0.425	0.897	0.685
Emp. 73	5.975	5.486	6.100	5.628
Df = 10	0.817	0.856	0.806	0.845

Table XVIII presents a summary of chi square comparisons between participant background variables and the perceived benefits from part-time adult education classes. A total of 355 of the 366 participants responded to this item. The discussion that follows pertains to those comparisons in Table XVIII that resulted in statistically significant chi squares.

#### Benefit 1. Obtained a New Skill

A statistically significant chi square resulted when participants were grouped according to schools. Nearly 77 percent of the participants in one school indicated this was a benefit of the class in which they had enrolled. In five other schools, between 50 to 65 percent of the participants cited this as a benefit. Less than 45 percent of the participants in each of the remaining six schools cited this as a benefit. The lowest percentage of participants from a single school citing this benefit was 20.0 percent. The percentage of participants from each division who selected this as a benefit are as follows: Health occupations, 79.2; other, 58.1; trade and industry, 48.8; home economics, 42.3; and business and office, 41.8.

#### Benefit 2. Improve a Skill

Overall, 45.7 percent of all respondents indicated this was a benefit of the class in which they participated. Approximately 25 to 30 percent of the individuals in the health occupations and home economics division, 40 to 45 percent in the trade and industry and "other" divisions, and 60 percent in the business and office division selected this as a benefit. Individuals in the 50 years and over age bracket were

much less likely to select this as a benefit, 28.6 percent compared to 45.5 percent or greater in the other brackets.

### Benefit 3. Improved Home Skill

This was the third most frequently selected benefit, with 28.1 percent of all respondents indicating that they had improved a home skill as a result of the class in which they were enrolled. In the home economics division, 50 percent of the participants selected this as a benefit, while 34 percent of the participants in the health occupations and trade and industrial divisions, and nearly 16 percent of the individuals in the business and office and "other" divisions checked this benefit. Individuals who were married were twice as likely to select this as a benefit, 29.9 percent compared to 14.6 percent. The more dependents a person had, the more likely they were to have selected this as a benefit. Nearly 37 percent of the individuals with three or more dependents selected this as a benefit, compared to 27 percent of those with one or two dependents and 18.5 percent of those with no dependents.

### Benefit 4. Certification Requirement

Health occupations, business and office education and trade and industry divisions were the only divisions with participants citing this benefit. Close to 21 percent of the participants in health occupations, 10 percent of the participants of business and office and only 5 percent of the trade and industry respondents cited this benefit.

TABLE XVIII

SUMMARY OF CHI SQUARE COMPARISONS BETWEEN PARTICIPANTS' BACKGROUND  
VARIABLES AND BENEFITS OF PART-TIME ADULT EDUCATION

Variable	Obtained a new skill	Improved a skill	Improved home skill	Certification requirement	Obtained part- time job	Obtained better position	Obtained new job	Private business skill	Increased salary	Association with other people
School Df = 11	* 24.056 0.0125	11.20 0.426	12.608 0.319	17.317 0.098	8.912 0.630	* 21.397 0.029	*** 34.142 0.000	13.504 0.261	* 21.947 0.024	13.198 0.280
Division Df = 4	* 12.114 0.0165	** 13.902 0.007	** 18.372 0.001	** 15.409 0.003	2.744 0.601	* 11.86 0.018	*** 49.914 0.000	4.925 0.295	*** 20.338 0.000	5.924 0.204
Age Df = 3	3.477 0.3237	** 12.367 0.006	1.676 0.642	2.217 0.528	3.366 0.338	5.225 0.156	*** 29.681 0.000	4.078 0.254	* 8.961 0.029	* 9.456 0.023
Sex Df = 1	0.9688 0.325	0.322 0.570	0.799 0.371	0.010 0.919	0.650 0.420	0.017 0.895	*** 12.422 0.000	2.905 0.088	0.025 0.873	2.209 0.137
Race	NC	NC	NC	NC	NC	NC	NC	NC	NC	NC
Married Df = 1	0.1037 0.747	0.297 0.585	* 4.026 0.044	0.041 0.838	0.019 0.890	0.665 0.414	1.879 0.170	1.269 0.259	0.004 0.947	1.108 0.292

TABLE XVIII (CONTINUED)

Variable	Obtained a new skill	Improved a skill	Improved home skill	Certification requirement	Obtained part- time job	Obtained better position	Obtained new job	Private business skill	Increased salary	Association with other people
Head of Household	0.817	1.646	2.045	0.000	0.185	0.110	6.452	0.035	0.037	0.024
Df = 1	0.365	0.199	0.152	0.978	0.666	0.739	0.011	0.851	0.847	0.875
Dependents	1.520	1.750	7.400	0.851	1.467	3.402	2.219	0.437	6.032	11.684
Df = 2	0.467	0.416	0.024	0.653	0.480	0.182	0.232	0.803	0.049	0.002
SES 76	4.020	1.418	1.364	1.366	0.235	4.616	8.465	1.535	4.037	0.486
Df = 2	0.133	0.492	0.505	0.504	0.888	0.099	0.014	0.464	0.132	0.784
SES 73	4.962	2.523	0.849	4.790	0.048	6.633	6.288	0.649	6.77	0.772
Df = 2	0.083	0.283	0.653	0.091	0.976	0.036	0.043	0.722	0.033	0.679
Emp. 76	7.012	7.660	7.361	3.088	11.04	19.494	14.887	37.310	15.381	18.945
Df = 5	0.219	0.176	0.195	0.686	0.050	0.0016	0.010	0.000	0.008	0.002

TABLE XVIII (CONTINUED)

Variable	Emp.	73						
Obtained a new skill	7.367	0.194						
Improved a skill	9.011	0.108						
Improved home skill	7.271	0.201						
Certification requirement	5.188	0.393						
Obtained part-time job	12.77	0.025	*					
Obtained better position	12.617	0.027	*					
Obtained new job	15.856	0.007	**					
Private business skill	18.979	0.001	**					
Increased salary	11.925	0.035	*					
Association with other people	27.062	0.0001	***					

\*P < .05  
 \*\*P < .01  
 \*\*\*P < .001  
 NC = Not Calculated

Benefit 5. Obtained a Part-Time Job

This benefit was selected by only 5.1 percent of all respondents. Close to 19 percent of the persons identifying themselves as unemployed in 1973 and 13 percent of those employed part-time in 1973 cited this as a benefit. Less than 5 percent of those who were self-employed or employed full-time and none of the persons listed as housewives or retired in 1973 selected this reason.

Benefit 6. Obtained a Better Position

Approximately 10 percent of all respondents cited this as a benefit of their part-time adult education class. In three schools, 20 percent or more of the participants checked this as a benefit. Close to 19 percent of the participants in the division of business and office cited this benefit, compared to approximately 9 percent of the participants in the trade and industry and health occupations divisions and only 4 percent of those in the home economics division. None of the individuals in the highest socio-economic status group in 1973 selected this as a benefit, compared to 11.7 percent in the lower group, and 14.5 percent in the middle group who did. In 1973, approximately 13 percent of the individuals in each of the following employment categories selected this as a benefit; full-time, part-time, and unemployed. No individual in the other categories selected this benefit. In 1976, no one in the part-time employment category selected this, while 16.1 percent of the full-time and 18.8 percent of the unemployed participants did identify it as a benefit.

Benefit 7. Obtained a New Job

A total of 13.7 percent of all respondents indicated this was a benefit from participating in part-time adult education. In one school 57.1 percent of the participants selected this as a benefit. In two other schools over 30 percent of the individuals selected this benefit and in three others between 13 to 18 percent selected it. In each of the remaining six schools less than 8 percent selected this benefit. Respondents in the business and office and health occupations divisions were much more likely to identify this as a benefit, 30.0 and 37.5 percent respectively, compared to less than 6 percent in the "other" division. The older the respondent, the less likely it was that they selected this benefit, 32.4 percent in the under 30 years of age group compared with 14.3 percent in the 30 to 39 year group, 6.1 percent in the 40 to 49 year group and 3.9 percent in the 50 years and over group. Females were three times more likely to cite this benefit than were males, 21.1 percent versus 6.7 percent. Heads of households were much less likely to cite this benefit than were non-heads of households, 10.0 percent compared to 23.4 percent. In both 1973 and 1976 persons in the middle socio-economic status category were most likely to have selected this benefit, approximately 18 percent each year. Individuals in the high SES group were least likely to have selected this benefit, with less than 5 percent doing so each year. Individuals who were employed full-time or part-time or who were unemployed in 1973 were most likely to select this benefit, 15 percent or more compared to 7 percent or less for housewives, retirees and individuals who were self-employed. Essentially the same results were obtained when respondents were grouped according to their employment status in



1976, with the exception that 19.4 percent of the persons classified as housewives selected this reason--an increase of approximately 12 percent over 1973.

#### Benefit 8. Private Business Skill

This benefit was selected by less than 10 percent of the total respondents in the study. When respondents were grouped according to their employment status in 1973 and 1976, over 25 percent of the persons in the self-employed category cited this benefit. No other category was above 13 percent, with most below 7 percent.

#### Benefit 9. Increased Salary

Over 13 percent of the participants in this study cited this benefit. Close to 43 percent of the participants of one school chose this benefit, compared to approximately 27 percent of the participants in three other schools and less than 15 percent in the remaining schools. In one school, none of the respondents checked this as a benefit. Over 25 percent of the respondents in the business and office division and 10 percent in the trade and industry and health occupations divisions selected this benefit. Less than 4 percent of the persons in the other two divisions did so. When participants were grouped according to age, 21.1 percent of the persons under age 30, and 18.2 percent of those in the 30 to 39 year age group selected this reason, compared to less than 8 percent in the upper two age brackets. Individuals with no dependents were the ones least likely to identify this as a benefit, 6.2 percent compared to 11 percent and over for those with dependents. Respondents in

the highest socio-economic group in 1973 were unlikely to have selected this benefit, 2.4 percent compared to over 13 percent in the other two brackets. When participants were grouped according to employment status in 1973, individuals who were employed full-time or part-time or who were unemployed were much more likely to cite this benefit, over 12 percent compared to less than 5 percent in the other categories. Essentially the same results were obtained when employment status in 1976 was used, except that no one in the part-time employment category selected this reason.

#### Benefit 10. Association With Other People

A total of 19.7 percent of the respondents in this study recognized this as a benefit to them. Close to 27 percent of the participants in the age group 50 years to 81 years cited this as a benefit, compared to 23 percent of those in the 19 year to 29 year age bracket, which was the next highest group. Approximately 25 percent of those participants with no dependents and those having one or two dependents cited this benefit. In comparing the employment status of participants citing this as a benefit, 46 percent of the retired group in 1976 checked this benefit and approximately 21 percent of the participants in each of the following groups also selected this benefit: full-time employment, part-time employment, and unemployed. This compares to 60 percent of the participants in the retired category, 31 percent in the unemployed category and 24 percent in the full-time employment category in 1973.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to identify reasons why adults enrolled in part-time adult education classes at Oklahoma area vocational-technical schools and to find if the course of study satisfied the adult's perceived reasons for taking the course. If the course met the participant's objectives, how did the participant specifically benefit from the program? Further information was sought to determine characteristics of the participant and to find if the participant felt the overall program was effective.

The study was designed to answer the following questions: What are the characteristics of the participants who enrolled in part-time adult education classes in Oklahoma area vocational-technical schools during fiscal year 1973? What reasons or objectives do participants give for enrolling in these classes? Were the participants satisfied that these classes helped them meet their objectives? What are the perceived benefits of the participants of part-time adult education classes? Is there a relationship between participants' characteristics and the objectives, perceived benefits, usefulness and ratings they cite in regard to their experiences with part-time adult education classes?

A mailed questionnaire was developed to get information from adult students who attended Oklahoma part-time adult classes. The population consisted of 7141 students on the class rolls of these schools for the fiscal year 1973 which were mailed to the researcher. A random sample of 1187 students was selected and adjusted to 860 due to 327 of the questionnaires being returned because the students' forwarding addresses were not available. There were 366, 42.5 percent, of the students in the adjusted population who responded to the study questionnaire. The Statistical Package for the Social Sciences was used to perform the descriptive and statistical analysis in this study.

The data analysis was organized into the following three major parts: participant characteristics, selected factors related to their experiences in part-time adult education classes to participant responses, and chi square comparisons between participant characteristics and factors related to their experiences in part-time adult education classes.

### Conclusions

Research questions were formulated to provide a systematic investigation of part-time adult classes in Oklahoma area vocational-technical schools during the fiscal year 1973. The following conclusions are based on the results of this study and are organized around these questions.

Question 1. What are the characteristics of the participants who enrolled in part-time adult education classes in Oklahoma area vocational-technical schools during fiscal year 1973?

Based on data obtained in a follow-up study of non-respondents, it can be concluded that individuals who did not respond to the mailed

questionnaire are essentially the same in character as those individuals who did respond. Therefore, within the limitations of this study, the responses to the mailed questionnaire are representative of the opinions and perceptions of the population identified for this study.

Based on findings in this study, it can be concluded that participants in part-time adult education programs in Oklahoma area vocational-technical schools have the following general characteristics:

- a) They come from all geographical regions of the state, with the exception of the Panhandle.
- b) Most participants are enrolled in trade and industry or business and office occupations classes.
- c) All age ranges are about equally represented including those persons who are approaching or who have already reached retirement age.
- d) About an equal number of males and females are served by these classes.
- e) Non-whites are slightly under represented in these classes in relationship to their proportion in the population of Oklahoma.
- f) Most participants are married (over 83 percent).
- g) Most participants report being the head of a household (57 percent).
- h) Most participants (over 72 percent) have dependents at home.
- i) Most participants (nearly 82 percent) are employed in some capacity. However, a substantial number of unemployed, retired and housewives also take classes.

j) Most participants (approximately 87 percent) are in the lower two-thirds of the Blau and Duncan SES scale.

Question 2. What reasons or objectives do participants give for enrolling in these classes?

The most frequently selected reasons for participants enrolling in part-time adult education classes were (arranged in descending order): skills for personal use, personal enjoyment and enrichment or to become better informed, learn for the sake of learning, preparation to get a job or a new job, and preparation to advance in present job. When the participants were requested to selected the most important reason the four most frequently cited were (arranged in descending order): skills for personal use, personal enjoyment and enrichment or to become better informed, preparation to get a job or a new job, and preparation to advance in present job.

It can be concluded from this study that the majority of participants enrolled in part-time adult education classes to learn a skill that would be personally useful, help them remain current in their present job and/or would increase their employability. A very small number of participants selected social interaction as the most important reason for enrolling. Based on these findings, it is also concluded that participants enrolled in part-time adult education for reasons that were either directly or indirectly vocationally oriented.

Question 3. Were participants satisfied that these classes helped them meet their objectives?

The participants were asked to respond to the following five items related to this questions:

- a) Usefulness of the course: Over 91 percent rated the usefulness of the course as average or high.
- b) Quality and usefulness of equipment: Over 95 percent rated the equipment as average or high.
- c) Teacher's knowledge of subject: Over 98 percent rated this as average or high.
- d) Teacher's ability to teach: Over 96 percent rated the teacher's ability to teach as average or high.

It was the finding of this study that over 86 percent of the participants indicated that the part-time adult education class they were enrolled in helped them meet their objectives. Therefore, it is concluded that the classes participants were enrolled in satisfied a great majority in meeting their objectives.

Question 4. What are the perceived benefits to the participants of part-time adult education classes?

It was the finding in this study that the benefits most frequently cited by respondents as resulting from their participation in part-time adult education classes were: obtained a new skill, improved a skill, and improved a home skill. Only three percent of the respondents could not identify one or more benefits from their classes. It can be concluded that a great majority of participants perceived their classes as being beneficial to them in one or more ways, particularly in the area of skill development.

Question 5. Is there a relationship between the participants' characteristics and the objectives, perceived benefits, usefulness and ratings they cite in regard to their experiences in part-time adult education classes?

Chi square analysis was used to determine if sub-groups within the study population responded differently in relationship to their reasons

for participating in part-time adult education classes, ratings of various class-related factors, or their perceptions of the benefits resulting from these classes. While a great number of these comparisons resulted in statistically significant chi squares, many dealt with differences between very small parts of the population. The major conclusions are as follows:

- a) Individuals who indicate their reason for participation was "to get a job or a new job" are generally young females enrolled in business and office education or health occupations, unmarried or married with no dependents at home, and, if employed, working in low socio-economic status jobs, or unemployed.
- b) Participants whose reason for enrollment was "to advance in present job" were usually male, married, head of household, employed full-time, and enrolled in the division of business and office or trade and industry.
- c) Individuals who selected "personal enjoyment or to be better informed" would likely be white, married and from every school except the one in which a very high percentage of respondents selected as their reason for participation "to get a job or a new job."
- d) Those respondents that chose "skills for personal use" could reasonably be expected not to enroll in the division of business and office education or health occupations, to be male, married, heads of households, and in the upper two-thirds of the socio-economics status scale.



- e) In comparing the characteristics of the participants and whether or not personal objectives were attained, there existed little statistical difference. One difference based on race did result. Approximately 92 percent of the white participants felt their objectives were met compared to 76 percent of the non-white participants.
- f) Individuals indicating that one benefit of their participation in a part-time adult education class was that they "obtained a skill" were likely to have been from only six of the twelve schools, enrolled in health occupations or trade and industry classes.
- g) Participants enrolled in business and office and less than the age of fifty were more likely to cite a benefit of the class to be "improve a skill."
- h) Participants selecting the benefit "improved a home skill" would likely be enrolled in home economics, married, and have more than one dependent.
- i) Participants selecting the benefit "obtained a better position" would probably come from one of three schools, be enrolled in business and office education, be in the lower two-thirds of the socio-economic scale, and be either full-time employed, part-time employed or unemployed.
- j) Those who selected "obtained a new job" were probably from one of three schools, enrolled in business and office or health occupations, less than 30 years of age, female, unmarried, and in the middle group of the socio-economic scale.

- k) Those participants selecting the benefit "private business skill" were more likely to be self-employed.
- l) Persons selecting the benefit "increased salary" would probably be from one of three schools, enrolled in business and office, below the age of 40 years, have dependents, be in the lower two-thirds of the socio-economic scale, and be either employed full-time, part-time, or unemployed.
- m) Persons who would benefit from class by "association with other people" are likely to be between the ages of 19 to 29 or between the ages of 50 to 81, with no dependents and retired or unemployed.

It is concluded from this study that there is a relationship between participant characteristics and the objectives, perceived benefits, usefulness and ratings of participants in regard to their experiences with part-time adult education classes.

#### Recommendations

1. The participant who is young, unmarried, in the lower socio-economic occupations and/or unemployed and/or female appears to look toward and derive greater benefit from part-time adult education classes for employment than other participants. It is recommended that further study be made to investigate this relationship and to determine how part-time vocational classes can be modified to better provide services to persons with these characteristics.
2. The study found that adult participants generally rated the teacher's knowledge of his or her subject as high. However,

there was a substantial difference in the rating of their ability to teach. It is recommended that increased emphasis be placed on teaching the part-time teachers of adults how to teach.

3. This study found that some area schools were placing more of their part-time adult education students in jobs than were others. It is recommended that further studies be conducted to determine the placement needs of part-time adult education students.
4. This study determined that statistically, the objectives of non-white respondents were not as well met as those of white respondents. It was further determined that non-whites were under-represented in the study population. It is recommended that a study be made to investigate whether or not systematic factors associated with part-time adult education are causing these differences.

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APPENDIX A

TRIAL INSTRUMENT

## (CADDO-KIOWA VOCATIONAL TECHNICAL CENTER LETTERHEAD)

March 10, 1976

Dear Adult Student:

You can be very helpful by taking five (5) minutes and answering the questions on the enclosed card. After answering the questions drop the postage paid card in the outgoing mail.

The information you send will be used to find ways Adult Evening Classes in Area Vocational-Technical Schools are most benefiting people.

When you reach part "C", make a statement on how you feel about Adult Evening Programs. Maybe you would like improvement or new courses. Your statement will be welcomed.

When you reach part "D", you may answer housewife, welder, clerk typist, etc. If you do not wish to answer on the salary, don't! Complete the parts you wish and return by mail.

Again, thank you! This information will be helpful for improving programs.

Sincerely,

Orbra C. Hulsey  
Superintendent

th



School \_\_\_\_\_ Course \_\_\_\_\_ Name \_\_\_\_\_

A. Rank in order of importance the major reason for taking Adult Evening Classes. (1st, 2nd, 3rd)

Upgrading \_\_\_\_\_ Retraining \_\_\_\_\_ Personal Satisfaction \_\_\_\_\_

B. Rank in order of importance (1st, 2nd, 3rd, etc.) ways Adult Classes benefited you most.

- |                                  |                                   |                                    |
|----------------------------------|-----------------------------------|------------------------------------|
| a. Increased salary _____        | e. Improved home skills _____     | i. Certification requirement _____ |
| b. Obtained new job _____        | f. Obtained better position _____ | j. Private business skill _____    |
| c. Improved present skill _____  | g. Obtained part-time job _____   |                                    |
| d. Association with people _____ | h. Obtained new skill _____       |                                    |

C. Were you satisfied with the program? Yes or No. Make a statement about the Adult Evening Program \_\_\_\_\_

D. Employed 1972? Yes or No Type of Work \_\_\_\_\_  
Employed 1976? Yes or No Type of Work \_\_\_\_\_

APPENDIX B

COVER LETTER AND INSTRUMENT

You have heard the old saying, "A penny for your thoughts." Due to inflation I am willing to say, "A nickel for your thoughts on a course you took at the Area Vocational-Technical School."

I am completing a course of study in Vocational-Technical Education. Part of the requirements is to complete a survey, so I have chosen the 1972-73 Adult Evening Courses offered at Area Vocational-Technical Schools. The mail outs and returns are quite expensive but very important to me.

The questions will take less than ten (10) minutes to answer. However, the questions will be used to find the usefulness of these courses. Once the study is complete the forms will be thrown away.

So, complete the questions, remove the nickel, place the questionnaire in the self-addressed stamped envelope and mail.

Thank you for your help.

Sincerely,

Orbra C. Hulsey

School \_\_\_\_\_ Course \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_

Married \_\_\_\_\_ Head of Household: Yes or No

Number of dependents at home \_\_\_\_\_

A. What was your reason for taking this course:  
Check all that apply

- 1. Preparation to get a job or a new job
- 2. Preparation to advance in present job
- 3. Personal enjoyment and enrichment or to become better informed
- 4. Meet new people
- 5. New requirements of present job
- 6. To belong to a group
- 7. Learn for the sake of learning.
- 8. Skills for personal use
- 9. To break routine living
- 10. Get away from personal problems.
- 11. Certification requirements
- 12. Requirement for advanced course

B. Please go back to the reasons checked and circle the reason that is the most important to you.

C. Do you believe the course met your objectives?  
Check one: Yes or No.

D. If your answer was yes to question "C" check below those ways that you benefited from this course.

- 1. Obtained a new skill
- 2. Improved a skill
- 3. Improved home skill
- 4. Certification requirement
- 5. Obtained a part time job
- 6. Obtained a better position
- 7. Obtained a new job
- 8. Private business skill
- 9. Increased salary
- 10. Association with people
- 11. Other \_\_\_\_\_

E. Estimate the value of the course.

- 1. Usefulness to me. High \_\_\_\_\_ Average \_\_\_\_\_ Low \_\_\_\_\_
- 2. Quality and usefulness of Equipment. High \_\_\_\_\_ Average \_\_\_\_\_ Low \_\_\_\_\_
- 3. Knowledge of teacher in the subject. High \_\_\_\_\_ Average \_\_\_\_\_ Low \_\_\_\_\_
- 4. Quality of the teaching. High \_\_\_\_\_ Average \_\_\_\_\_ Low \_\_\_\_\_

F. Present employment.

- 1. Full time
- 2. Part time
- 3. Unemployed
- 4. Retired
- 5. Homemaker
- 6. Self-employed

G. What is your occupation: \_\_\_\_\_

H. What was your employment in 1973?

- 1. Full Time
- 2. Part time
- 3. Unemployed
- 4. Retired
- 5. Homemaker
- 6. Self-employed

I. What was your occupation in 1973? \_\_\_\_\_

J. What courses would you prefer to take in the future?

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K. Make a statement about Adult Evening Programs.

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APPENDIX C

SOCIO-ECONOMIC STATUS SCALE

Score Interval	Title of Occupation*
90-96	Architects (7); dentists (18); chemical engineers (9); lawyers and judges (45); physicians and surgeons (47)
85-89	Aeronautical engineers (11); industrial engineers (21); salaried managers, banking and finance (30); self-employed proprietors, banking and finance (5)
80-84	College presidents, professors and instructors (31); editors and reporters (14); electrical engineers (40); pharmacists (19); officials, federal public administration and postal service (13); salaried managers, business services (11)
75-79	Accountants and auditors (87); chemists (17) veterinarians (3); salaried managers, manufacturing (133); self-employed proprietors, insurance and real estate (9)
70-74	Designers (12); teachers (105); store buyers and department heads (40); credit men (8); salaried managers wholesale trade (41); self-employed proprietors, motor vehicles and accessories retailing (12); stock and bond salesmen (6)
65-69	Artists and art teachers (15); draftsmen (45); salaried managers, motor vehicles and accessories retailing (18); self-employed proprietors, apparel and accessories retail stores (8); agents, n.e.c. (29); advertising agents and salesmen (7); salesmen, manufacturing (93); foremen, transportation equipment manufacturing (18)
60-64	Librarians (3); sports instructors and officials (12); postmasters (5); salaried managers, construction (31); self-employed proprietors, manufacturing (35); stenographers, typists, and secretaries (18); ticket, station, and express agents (12); real estate agents and brokers (33); salesmen, wholesale trade (106); foremen, machinery manufacturing (28); photoengravers and lithographers (5)
55-59	Funeral directors and embalmers (8); railroad conductors (10); self-employed proprietors, wholesale trade (28); electrotypers and stereotypers (2); foremen, communications, utilities, and sanitary services (12); locomotive engineers (13)
50-54	Clergymen (43); musicians and music teachers (19); officials and administrators, local public administration (15); salaried managers, food and dairy products stores (21); self-employed proprietors, construction (50); bookkeepers (33); mail carriers (43); foremen, metal industries (28); toolmakers, and die-makers and setters (41)

Score Interval	Title of Occupation*
45-49	Surveyors (10); salaried managers, automobile repair services and garages (4); office machine operators (18); linemen and servicemen, telephone, telegraph and power (60); locomotive firemen (9); airplane mechanics and repairmen (26); stationary engineers (60)
40-44	Self-employed proprietors, transportation (8); self-employed proprietors, personal services (19); cashiers (23); clerical and kindred workers, n.e.c. (269); electricians, (77); construction foremen (22); motion picture projectionists (4); photographic process workers (5); railroad switchmen (13); policemen and detectives, government (51)
35-39	Salaried and self-employed managers and proprietors, eating and drinking places (43); salesmen and sales clerks, retail trade (274); bookbinders (3); radio and television repairmen (23); firemen, fire protection (30); policemen and detectives, private (3)
30-34	Building managers and superintendents (7); self-employed proprietors, gasoline service stations (32); boilermakers (6); machinists (111); millwrights (15); plumbers and pipe fitters (72); structural steel workers (14); tinsmiths, cooper smiths, and sheet metal workers (31); deliverymen and routemen (93); operatives, printing, publishing, and allied industries (13); sheriffs and bailiffs (5)
25-29	Messengers and office boys (11); newsboys (41); brick-masons, stonemasons, and tile setters (45); mechanics and repairmen, n.e.c. (266); plasterers (12); operatives, drugs and medicine manufacturing (2); ushers, recreation and amusement (2); laborers, petroleum refining (3)
20-24	Telegraph messengers (1); shipping and receiving clerks (59); bakers (21); cabinetmakers (15); excavating, grading, and road machine operators (49); railroad and car shop mechanics and repairmen (9); tailors (7); upholsterers (12); bus drivers (36); filers, grinders, and polishers, metal (33) welders and flame-cutters (81)
15-19	Blacksmiths (5); carpenters (202); automobile mechanics and repairmen (153); painters (118) attendants, auto service and parking (81); laundry and dry cleaning operatives (25); truck and tractor drivers (362); stationary firemen (20); operatives, metal industries (103); operatives, wholesale and retail trade (35); barbers (38); bartenders (36); cooks, except private household (47)
10-14	Farmers (owners and tenants) (521); shoemakers and repairers, except factory (8); dyers (4); taxicab drivers and



Score Interval	Title of Occupation*
	chauffeurs (36); attendants, hospital and other institution (24); elevator operators (11); fishermen and oystermen (9); gardeners, except farm and groundskeepers (46); longshoremen and stevedores (13); laborers, machinery manufacturing (10)
5-9	Hucksters and peddlers (5); sawyers (20); weavers, textile (8); operatives, footwear, except rubber, manufacturing (16); janitors and sextons (18); farm laborers, wage workers (241); laborers, blast furnaces, steel works, and rolling mills (26); construction laborers (163)
0-4	Coal mine operatives and laborers (31); operatives, yarn, thread and fabric mills (30); porters (33); laborers, saw mills, planing mills, and millwork (21)

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\*(Frequency per 10,000 Males in 1960 Experienced Civilian Labor Force in Parentheses)

n.e.c. means "not elsewhere classified"

SOURCE: The American Occupational Structure. Blan and Duncan.  
New York: John Wiley and Sons, Inc.

APPENDIX D

RESPONDENTS' COMMENTS

- . I think that Adult Evening Programs are a real asset. They make for a fuller, more enriched education. I am all for these programs.
- . Gives a person that did not finish high school a chance to further their education.
- . The Evening Adult Programs are beneficial in many areas. Also the night classes provide a convenient time for the employed to add to their education.
- . Great, if a person wants to learn a skill and is working during the day.
- . One of the best programs ever instituted. Very good teachers.
- . I just wished there had been these trade schools when I was younger. So I could have more and better trade training sooner. I have used all the courses I have taken so far.
- . I have enjoyed the ones I have taken and feel I have generally improved and learned new skills and techniques--I appreciate the opportunity offered.
- . Vo-Tech was a major factor in my employment and advancement. The most important thing about vo-tech and its instructors is that they not only help you sharpen your skills but also give confidence in abilities both learned and given. They help in any way possible to direct the person in the right direction to best utilize those skills and abilities. As a result from vo-tech I obtained employment and made a good deal of advancement in my chosen field of business. I retired one year ago as an auditor's assistant after adding twins to our family but plan to begin college courses in the field of writing and journalism at a nearby school soon. All as a result from new found confidence in myself and my abilities through vo-tech.
- . I think the programs serve a real need for every community. Very good with one teacher first year. Very poor with second teacher second year.
- . Since I was working at the time, the evening classes were more convenient and it was less expensive than returning to business college. Mrs. \_\_\_\_\_ was an excellent instructor, teaching some things I didn't know, bringing back others I had forgotten. The atmosphere was pleasant, making learning more appealing and much easier. The skills really made a difference in pay. When I started I was making \$285 per month. After completing two fall terms, I changed jobs and two years after starting the program when I left the work force, my salary was just under \$450 per month, which was excellent pay for a secretary in private industry in that area.

- . Not to overload the classes to where there is not enough machines for each because you lose out when you have to share.
- . I enjoyed it very much; I was with my other two boys.
- . Very good. Time well spent even though only for own personal knowledge and use. Many friends have used for new and good jobs. I'm all for vo-tech.
- . A good way to learn to do things for yourself. Also if you should need to supplement your farm income you might get a part-time job.
- . I feel that Adult Evening Programs are a very good opportunity for people to better their skills and education. I have taken two auto mechanics courses and one in cabinet making. My personal feeling is that the teacher did not go deeply enough into the subjects. Both teachers were from private industries and were really knowledgeable on the subjects, but they weren't teachers.
- . For a part-time or full-time laborer. Night programs is a great thing for people that want to better themselves. Because like I was it was super.
- . Very good idea to give adults the opportunity to increase their knowledge and ability for their personal benefit or advancement in their jobs.
- . The course I took was typing refresher and beginning shorthand. The shorthand did not benefit me because the course was not long enough for me to learn it well. I do think the courses are great and it helped me so much in finding a job. As I mentioned above in item J, I would like to enroll in a class that teaches office machines operation. P.S. Thanks for the nickel. I will keep it for good luck. A new course has been on my mind.
- . Excellent for basic theory. Due to shortness of class time, poor for getting much practical experience. Due to lack of continuity of classes from year to year poor.
- . I sure did enjoy it so I only have 8th grade education but enjoy having a place where you can learn like the vocational-technical school. I personally think it is one of the best things in schools for the ones that want to learn more of some special subjects.
- . I liked the hours of the class and enjoyed the teaching very much. I was never distracted. But being the youngest I was very nervous. But I passed and I was pleased.
- . I think adult evening classes is one of the finest things that has happened in education. I believe the area vocational-technical school is very well run.

- . This is a very good way for people who don't know anything about a certain trade to get to see if they would like a certain job or trade without any past real knowledge of it. I found it very useful and rewarding. I never had any knowledge at all of A/C or electrical until I took this course.
- . I think they are very good if the individual will apply himself. They are good low cost ways of obtaining a new trade but a lot has to be learned on your own. I am now self-employed in my own welding business, welding irrigation pipeline, in Idaho. I enjoy the freedom of being self-employed very much. I used to be employed full-time as a computer operator with Phillips Petroleum Company. So far as I'm concerned, the one small night course gave me the nudge in a new direction. I've done most of it on my own since then, but I am pleased to write this to you. I am still learning and want to learn more. They have night courses at Idaho State University in Pocatello which I've thought about taking in order to broaden my knowledge further. Hope this has been helpful.
- . I believe they make it possible for the working individual to further himself with new skills while keeping steady employment to support his family.
- . Thrilled, my mother even took an evening typing course at 48 she was so excited for the learning opportunity available and we were glad to find educational opportunities available that were so inexpensive.
- . The adult evening programs are very informative and useful in obtaining new jobs. I continued with the programs after acquiring a job and advanced to a better position and an increase in salary. I feel that the programs are excellent.
- . I believe adult evening programs are valuable because they offer to those persons without a college education an opportunity for self-improvement and advancement in present positions or challenge of another job, as well as personal enjoyment.
- . I think the evening programs are good. But I think the person should have a high school credit which I don't have. Thanks for the 5¢. I don't think you can use the report.
- . The course I took was very enjoyable but I couldn't find a job.
- . They just barely scratch the surface and need to be more technical or advanced.
- . I think that there are a great way for one to better himself and learn something about some opportunities he or she has always wondered about.
- . This helped me obtain part-time employment at O.S.U. and a full-time secretarial position after marriage. I have a very good job. Which Typing II definitely aided.

- . I like the adult evening classes because it gives an individual time for one self and also to accomplish toward a learning experience and preparation to advance in present employment.
- . It is a useful and necessary program, because more and more people are beginning to realize the value of learning new and different ways of living.
- . I very much enjoyed the course. It helped me use my own ideas, in building anything I wanted. If time permitted I would take something every semester. Mainly to get a knowledge of many things that are offered at vo-tech. I think that is a great opportunity for our young adults and youth today to be able to study to work with our minds and hands together. It shows that we're able to fix or build something and not just store knowledge in our minds.
- . I really enjoyed the time, people and the course. I am hoping to put that course to work come January with a part-time job. I've been able to prepare our taxes plus the married children ad a couple of friends and yes we're still friends.
- . I thought the blueprint reading course was very interesting and I believe it helped me perform more efficiently in my line of work.
- . Adult Evening Programs are of great service to our community. Many people receive training, that, otherwise could not be possible.
- . I feel the courses are quite useful and necessary for those wanting to upgrade a skill or learn a new skill to enter or re-enter the labor force.
- . Enjoyed the instruction and association with other students.
- . I think they are very worthwhile and meet a real need in the community.
- . I also took key-punch and that's how I got my present job (1970) which meant increase in salary as well as many company benefits. I am a great believer in Adult Education. Learning keeps your brain as well as your body alive.
- . With such a broad range of subjects offered there should be something of interest to most every adult.
- . I think adult evening programs offer many opportunities for adults to learn new skills or knowledge. My life has been so much more enjoyable since I learned to drive. I have been able to be much more self-sufficient and help to others.
- . I feel they are a necessity for those adults who want to learn a skill or trade and have to work at a full-time job also.

- . This particular course did not help as far as employment. Had I pursued this field, my salary would be less than present salary. Certain courses, however, would be beneficial to a person wishing to learn a new skill. The Evening Program was well organized and convenient to those persons who could not attend day classes.
- . Since I was trained on the job for my present position, I select courses that I am interested in, something that I can use or do in everyday life. Anything I do, can be turned into a profit making situation and can be put to use after my regular working hours on my present job.
- . Mr. \_\_\_\_\_ would stop and help me if we ever need anything. If you have teachers like him any one can learn.
- . The graphic communications course was extremely beneficial and useful. As a direct result I have obtained two very fine and rewarding jobs. That three months of study has been more useful than the last four years of study here at the University. I highly recommend this and other vo-tech training.
- . I believe the OK vo-tech school system offers unusually great opportunities, at very reasonable cost for most adults who are interested in the improvement of vocational skills or for training in a new vocation. The availability of the estate planning course I took was perfectly timed to provide me with additional pertinent information that I firmly believe assisted me in the completion of the five-year course with the college for Financial Planning and my final examination for certification as a C.F.P.

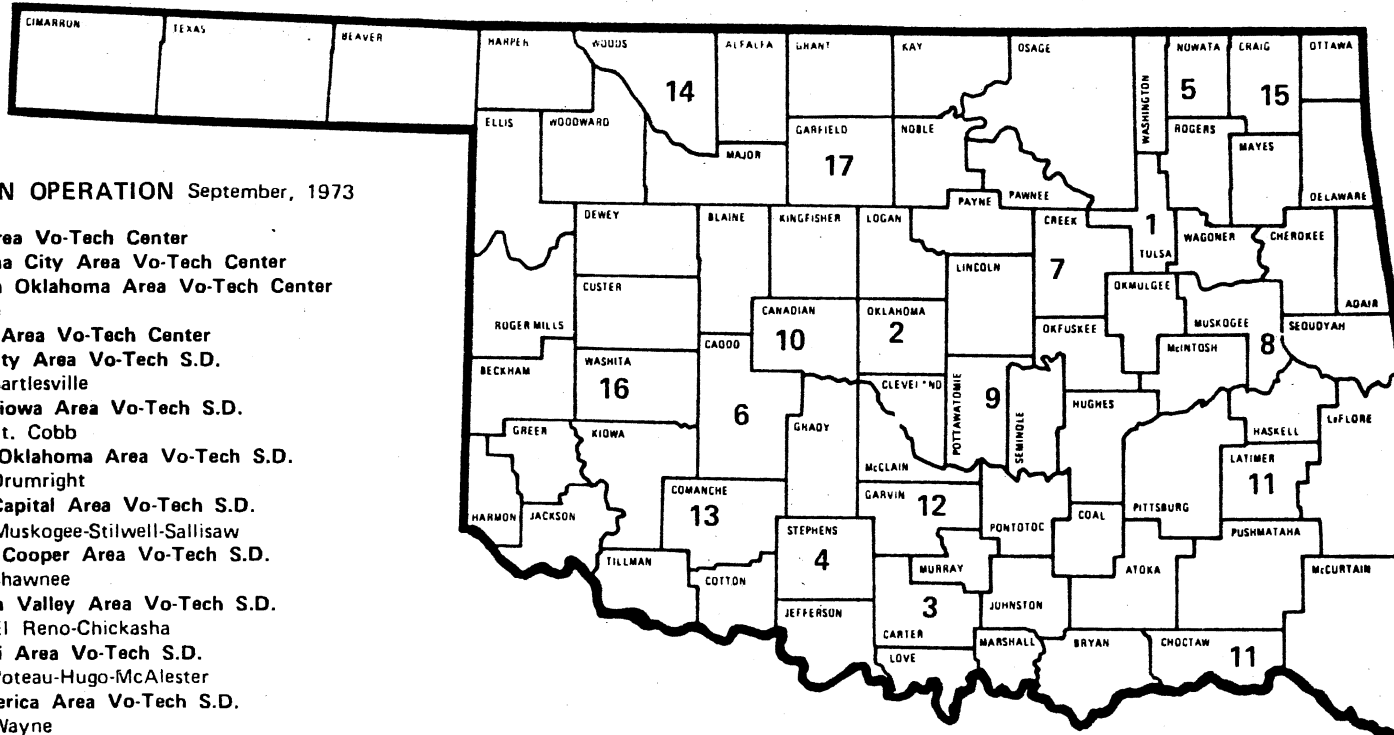
APPENDIX E

AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICTS



# Oklahoma Area Vocational-Technical Schools

As Approved by the State Board of Vocational and Technical Education as of March 30, 1973



## SCHOOLS IN OPERATION September, 1973

1. Tulsa Area Vo-Tech Center
2. Oklahoma City Area Vo-Tech Center
3. Southern Oklahoma Area Vo-Tech Center  
Ardmore
4. Duncan Area Vo-Tech Center
5. Tri-County Area Vo-Tech S.D.  
Bartlesville
6. Caddo-Kiowa Area Vo-Tech S.D.  
Ft. Cobb
7. Central Oklahoma Area Vo-Tech S.D.  
Drumright
8. Indian Capital Area Vo-Tech S.D.  
Muskogee-Stilwell-Sallisaw
9. Gordon Cooper Area Vo-Tech S.D.  
Shawnee
10. Canadian Valley Area Vo-Tech S.D.  
El Reno-Chickasha
11. Kiamichi Area Vo-Tech S.D.  
Poteau-Hugo-McAlester
12. Mid-America Area Vo-Tech S.D.  
Wayne
13. Great Plains Area Vo-Tech S.D.  
Lawton
14. Oklahoma Northwest Area Vo-Tech S.D.  
Alva-Fairview
15. Northeast Oklahoma Area Vo-Tech S.D.  
Afton-Pryor
16. Western Oklahoma Area Vo-Tech S.D.  
Burns Flat
17. O. T. Autry Area Vo-Tech S.D.  
Enid

VITA

Orbra C. Hulsey

Candidate for the Degree of

Doctor of Education

**Thesis:** A STUDY OF PART-TIME ADULT EDUCATION AT OKLAHOMA AREA  
VOCATIONAL-TECHNICAL SCHOOLS

**Major Field:** Vocational-Technical and Career Education

**Biographical:**

**Personal Data:** Born at Oilton, Oklahoma, November 14, 1931, the son of John and Lila E. Hulsey.

**Education:** Graduated from Oilton High School, Oilton, Oklahoma in May, 1949; received the Bachelor of Science in Education degree from Central State University in 1957, with a major in Science and a minor in Mathematics; received a Master of Education from Midwestern University in 1962, with a major in School Administration; completed the requirements for the Doctor of Education degree from Oklahoma State University in July, 1977.

**Professional Experience:** Served in U.S. Navy from 1950 to 1954; employed at Ryan Public Schools, Ryan, Oklahoma as Science-Math Teacher and Principal from 1957 to 1961; employed at Comanche Public Schools, Comanche, Oklahoma as High School Principal from 1961-1965; as Superintendent of Schools from 1965-1970; employed as Superintendent at the Caddo-Kiowa Vocational-Technical Center, Fort Cobb, Oklahoma from 1970 until present.

**Professional Organizations:** Oklahoma Education Association, National Education Association, Oklahoma Vocational Association, American Vocational Association, Oklahoma Council for Local Administrators, American Association for School Administrators, Oklahoma Association for School Administrators, and Phi Delta Kappa.