

A COMPARISON OF ADULT WOMEN
UNIVERSITY STUDENTS WITH OTHER
ADULT WOMEN ON SELECTED FACTORS

Thesis for the Degree of Ph. D.
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ABSTRACT

A COMPARISON OF ADULT WOMEN UNIVERSITY STUDENTS WITH OTHER ADULT WOMEN ON SELECTED FACTORS

By

Joanne Baldwin Lantz

Purpose of Study

This study was concerned with women currently enrolled as university students and others some of whom had had some college background. All of the women involved in the study were at least twenty-five years of age and had been away from an educational environment for a minimum of five years.

The purposes of the study were

1. to achieve a description of adult women currently enrolled as students and others who had indicated an interest in continuing education but were not currently enrolled,
2. to compare these two groups in the areas of academic ability, personality variables, and occupational interests,
3. to determine what motivates an adult woman to return or not to return to an institution of higher learning,

4. to explore the perceptions of the "meaningful others" in the lives of these women as they pertained to the subjects' specific involvement in continuing education,

5. to prepare a guide for Purdue University, Fort Wayne, Indiana, outlining the needs of these women, and specific ways for the University to attempt to meet these needs.

Design of the Study

This study was designed to seek past causes for present conditions. Questionnaires, standardized instruments, and structured interviews were used to compare women who had chosen to return to school after a fairly prolonged absence with other women who had not, as yet, decided to further their education.

Findings

The women in the study were similar in age, marital status, educational background, previous employment, and volunteer activities. However, the educational level of the women studied was much higher than the national population educational level.

The husbands of the women studied were also similar in age, educational level, and income. The educational level and income of the women's husbands were well above the national population educational and income levels.

The academic ability of the adult coeds and the adult women who are not students was compared but no significant difference was found.

The only personality variable which demonstrated a significant difference was achievement need, and that difference was not in the hypothesized direction. The adult women who are not students exhibited higher achievement needs than did the adult coeds.

Occupational interests of the adult coeds and of the adult women who are not students were significantly different. The study revealed that adult coeds have a greater interest in occupations requiring a college education than did the women of the other group.

Individuals in both groups had entered college after high school but had been unable to finish. They listed marriage, lack of finances, and the necessity to work as the principal reasons for discontinuing their education.

The families had reacted in a favorable manner when the adult coeds returned to school, and the other women would anticipate a similar favorable reaction if they decided to continue their education. It was found that members of families assisted with household duties to enable the adult coeds to further their studies.

The routine of most of the adult coeds had changed. Hobbies, clubs, and social activities were frequently sacrificed, but many felt they were better able to organize their activities and to use time more wisely. The adult women who

are not currently enrolled anticipated problems in scheduling their activities and organizing their school and home responsibilities.

One area of difference was that adult women who are not students were concerned about their ability to compete with today's college students.

The adult coeds had well-defined goals while the goals of the adult women who are not students were not well-defined. The latter group was considering occupations that were less feminine-oriented than those the adult coeds were preparing to pursue.

Many different people and factors influenced the adult coeds to return to school. Having returned, they were enjoying their student experiences and felt that they were receiving positive and desirable benefits from continuing their education. The adult coeds believe that most women return to school seeking security and self-fulfillment.

If women in either group could have changed their lives, most would have had more education. The future seemed to be more definite to the adult coed than the adult woman who is not a student.

When questioned about the role of the university in helping the woman student, the adult coeds' responses were education oriented and the responses of the adult women who are not students were convenience oriented.

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Joanne Baldwin Lantz

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CHAPTER I

THE PROBLEM

Introduction

New opportunities are opening to the women of today. Changes in technology and changing patterns in family life are permitting women unprecedented leisure hours that may be utilized for self-enrichment or for employment outside the home. If these opportunities are to be meaningful, in most instances they should be accompanied or preceded by training either for new skills or updating of previously acquired skills.

With ever-increasing mechanization, women have a greater chance to compete in the labor force, since physical endurance is no longer a factor in many types of employment. Presently, in the United States, one in every three workers is a woman. The 1965 Handbook on Women Workers states:

Women workers will probably show a rise of 41 percent between 1964 and 1980 as compared with only 27 percent for men. Of the total labor force growth between 1964 and 1980, about 21 million (87%) will be due to population increases, and the remainder will be due to the

continued rising labor force participation of adult women.¹

In an expanding economy, able and trained workers are ever in demand, while the need for workers at the unskilled level is decreasing every year.

At the same time, societal mores are changing. Women are marrying and bearing children at an earlier age than formerly. Since this early marriage and child-bearing period coincides with the years normally spent in college, many women find themselves at twenty-five or older neither trained nor educated to seek employment above the unskilled level.

It is against this background that many women are returning to college and university campuses as adult coeds. Some are returning for self-improvement, but large numbers are planning to return to the labor force via the university, and the educational institutions involved must now be concerned with the adult coed and her special educational problems.

These institutions have been concerned, in general, with the education of women since their first admission to institutions of higher learning more than a century ago. Now the colleges and universities should prepare to meet this special challenge. In the 1963 report of the President's Commission on the Status of Women, two of the areas

¹U.S., Department of Labor, 1965 Handbook on Women Workers, Women's Bureau, Bulletin 290 (Washington: Government Printing Office, 1965), p. 221.

of investigation were the needs and opportunities for education and the programs for counseling the mature woman.² If our institutions of higher education are to help these women prepare themselves for the jobs of the future, the question of how to meet the needs of the adult coed of today becomes an important area for research.

Statement of the Problem

The following points constitute the fivefold purpose of this study of adult women: (1) to describe adult coeds and adult women who are not students; (2) to compare the academic ability, personality variables, and occupational interests of the adult coed with those of the adult woman who is not a student; (3) to determine what motives operate in the decision of adult women to return or not to return to school; (4) to explore how the "meaningful others" in their lives perceive education and the subjects' specific involvement in education; and (5) to prepare a guide for Purdue University, Fort Wayne, Indiana, to enable that institution to best meet the needs of the returning adult coed.

The first part of the study will describe the subjects' ages, marital statuses, educational backgrounds, work experiences, and families.

²American Women, Report of the President's Commission on the Status of Women (Washington: Government Printing Office, 1963), pp. 9-17.

The second part of the study will make the following comparisons:

1. Are the two groups of women equally able to pursue academic studies?
2. Are there differences in personality variables between the groups?
3. Are there differences in occupational interests?

The third part of the study will answer the following questions:

1. Why did the subjects terminate their previous education?
2. Why have the adult coeds returned to school?
3. What circumstances might motivate the adult women who are not students to return to school?
4. What are the goals of the adult coed?
5. What are the goals of the adult woman who is not a student?

The fourth part of the study will determine:

1. The adult coed's perception of her family's attitude regarding her return to school.
2. How the adult woman who is not a student thinks her family would react to her return to school.
3. Who influenced the adult coed to return to school.
4. How the adult coed feels about her current experiences as a student.

The fifth part will determine the implications of the study for (1) counselors of adult women, (2) Purdue University, Fort Wayne, and (3) future research studies.

Importance of the Study

The increasing number of adult women students on the college and university campuses is one facet of the increasing enrollment. The institutions of higher education are being taxed to the utmost to provide for this increased enrollment. The number of institutions which provide continuing education programs for women has increased from 1966 to 1968 (see Table 1.1). The programs listed, although not complete, show an increase of more than 134 percent. Definitive research will be an asset to on-going programs as well as to new programs that will undoubtedly be initiated in the next decade.

Super states,

The sex roles of men and women are socially as well as biologically determined as anthropological studies and the changing role of women during the past century make clear. But women's careers, career orientations, and career motivations differ from those of men and are likely to continue to differ in important aspects. An adequate discussion of these differences becomes especially important as large numbers of women participate in the work force.³

³Donald E. Super, The Psychology of Careers (New York: Harper and Brothers, 1957), pp. 76-81.

Table 1.1. A comparison of the number of continuing education programs for women from 1966 to 1968^a

States	Number of Programs Listed*		
	1966	1968	Increase
Alabama	0	3	3
Arizona	0	3	3
Arkansas	0	1	1
California	8	22	14
Colorado	2	4	2
Connecticut	1	5	4
District of Columbia	2	1	-1
Florida	6	10	4
Georgia	2	7	5
Idaho	0	1	1
Illinois	3	5	2
Indiana	0	2	2
Iowa	1	3	2
Kansas	2	3	1
Kentucky	2	3	1
Louisiana	2	2	0
Maine	0	1	1
Maryland	1	1	0
Massachusetts	8	10	2
Michigan	3	7	4
Minnesota	1	4	3
Mississippi	0	2	2
Missouri	6	11	5
Montana	1	1	0
Nebraska	0	4	4
New Hampshire	1	1	0
New Jersey	2	4	2
New Mexico	0	1	1
New York	14	30	16
North Carolina	1	3	2
North Dakota	0	1	1
Ohio	4	11	7
Oklahoma	2	2	0
Oregon	2	4	2
Pennsylvania	5	10	5
Rhode Island	1	1	0
Tennessee	1	3	2
Texas	0	5	5
Utah	0	2	2
Vermont	1	2	1
Virginia	2	4	2
Washington	1	3	2
Wisconsin	4	8	4
	N = 90	N = 211	N = 121

^aTable prepared using U.S., Department of Labor, Pamphlet 10, 1966 and Pamphlet 10, 1968.

*Lists are not presented as being complete listings.

The questions of why, for what, and how to educate women have been asked by many.⁴

Research of the type reported in this study may help to answer some of these above-mentioned questions.

Definition of Terms

Adult coed--A woman who is twenty-five years of age or older and who is enrolled as a student at a college or university.

Adult women who are not students--Women who are twenty-five years of age or older, who are not students in a college or university, but who have participated in a program of testing and counseling for women.

General adult women--Women who are twenty-five years of age or older, who are not students in a college or university, and who are not involved in a program of testing and counseling for women.

Family--For the purposes of this study will be only those people represented in the primary family.

⁴Opal D. David, ed., The Education of Women, Signs for the Future (Washington: American Council on Education, 1959); Lawrence E. Dennis, ed., Education and a Woman's Life (Washington: American Council on Education, 1963); Kate Hevner Mueller, Educating Women for a Changing World (Minneapolis: University of Minnesota Press, 1954); Rebecca R. Neuman, "When Will the Educational Needs of Women Be Met? Some Questions for the Counselor," Journal of Counseling Psychology, X (Winter, 1963), 378-385; Mabel Newcomer, A Century of Higher Education for American Women (New York: Harper and Brothers, 1959); and Marguerite Wykoff Zapoleon, Occupational Planning for Women (New York: Harper, 1961).



Personality variables--Those dimensions of personality as measured on the Edwards Personal Preference Schedule.⁵

Occupational Interests--Those dimensions of occupational interest as measured by the Kuder Occupational Interest Survey Form DD.⁶

Academic ability--For the purposes of this study, the scores on the College Entrance Examination Board Scholastic Aptitude Test and the Cooperative School and College Ability Test.⁷

Interview--A specialized pattern of verbal interaction initiated for a specific purpose and focused on some content area, with consequent elimination of extraneous material.⁸

⁵Allen L. Edwards, Edwards Personal Preference Schedule Manual (New York: The Psychological Corporation, 1959), p. 11.

⁶Frederic Kuder, Kuder DD Occupational Interest Survey General Manual (Chicago: Science Research Associates, Inc., 1966), pp. 1-12.

⁷College Board Score Reports, A Guide for Counselors and Admissions Officers (Princeton: College Entrance Examination Boards, Educational Testing Service, 1967), p. 19; and Cooperative School and College Ability Tests Manual Interpreting Scores (Princeton: Educational Testing Service, 1957), pp. 5-7.

⁸Robert L. Kahn and Charles F. Cannell, The Dynamics of Interviewing (New York: John Wiley & Sons, Inc., 1957), p. 16.

Limitations of the Study

The limitations of this study are related to selection of samples, appropriate applicable statistics, and the intrinsic limitations of the questionnaire and interview methods.

The adult coed group (Group A) will be a random sample of adult women enrolled at Purdue, Fort Wayne, while the adult women who are not students (Group B) will be women who have volunteered to participate in a testing and counseling program. The general adult women (Group C) will be members of various civic, professional, and philanthropic groups. Since Group B was not randomly selected, the general adult sample, Group C, will be used to ascertain that the women who volunteered differ from other women who might have volunteered for the testing and counseling program but did not do so. Furthermore, because of the image of Purdue as a science-technology oriented institution, women attending the university may not be representative of all college and university women in this country.

The statistics that will be applicable for this study are non-parametric and hence do not have the strength of parametric statistics.

The use of a questionnaire limits the response to a written response. The questionnaire allows for anonymity but the interview does not. The questionnaire does not permit the researcher to gain needed clarification, but the

interview does permit the researcher to question when it seems necessary.⁹ However, the use of the questionnaire and the interview in combination will, in part, control the limitations of each. The strength of the interview and the questionnaire will counterbalance the weakness of each.

Organization of the Remainder of the Study

The remainder of the study is presented in the following manner:

Chapter II presents a review of the literature pertaining to the background and projections of education and employment of women, the life goals and life patterns of women, women's education as it is and as it might be, and the general interests and concerns about modern women.

Chapter III pertains to the research design, the methods used in gathering data, and the statistical treatment of that data.

Chapter IV describes the students, and compares the academic ability, personality variables and occupational interests of Groups A and B.

The results of the interviews with Groups A and B are reported in Chapter V. These data include (1) reasons

⁹Claire Sietz et al., Research Methods in Social Relations (New York: Holt, Rinehart & Winston, 1965), p. 237; and Herbert H. Hyman et al., Interviewing in Social Research (Chicago: The University of Chicago Press, 1954), p. 15.



for discontinuing education, (2) reasons for returning to the college campus, (3) personal and vocational goals, (4) perceived attitudes of family members, and (5) experiences of adult coeds.

Chapter VI is a summary of the study, and contains the conclusions and implications for college and university programs.

The Appendix includes the following: (A) Questionnaire for the adult coed; (B) Questionnaire for the adult women who are not students; (C) Questionnaire for the group of general adult women; (D) Structure of interview for the adult coed; and (E) Structure of interview for the adult women who are not students.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Women, their work, and their education have played an important role in the development of this country. Historically, women did most of their work at home because the goods and services of the day were produced in the home. Eventually, increased mechanization placed some of the work outside the home, enabling women to work as operatives in textile mills and similar industries. Traditionally, women have worked in the homes of others, as domestics and governesses, and in rural areas women have helped to gather and preserve the harvests. Today, the picture is similar in that women are still working, but the women of today are working in a wider variety of occupations. Thus, the women who work in occupations above the unskilled level usually are able to do so because they have had more education.

The college education of women has had an interesting history. The first concerns regarding women's higher education were (1) could a woman physically and mentally withstand the rigors of education? (2) was she able to compete with men in the academic disciplines? and (3) would



her education be helpful in terms of her future employment? At this time the answers to these questions are implicitly understood.

The literature regarding the education of women is abundant, but much of it deals with unanswered questions, speculations, ideas, untested hypotheses, and random thoughts. Actual research on the education of mature women is notably absent.

The literature reviewed in this chapter is divided into five parts. The first presents the background and projections of education and employment of women and will trace the continuing education movement. The second part is related to the life goals of women and concerns their aspirations, plans for education and vocation, and their identity and social roles. The third area relates to the life patterns of women. The fourth deals with women's education as it is presently constituted and as it might be in the future. The last section briefly explores general interest and concern about the modern woman.

Background and Projection of Education and Employment of Women

There is a direct relationship between the amount of a woman's education and her participation in the labor force. Women in the paid labor force are generally found to have had more education than women who are not gainfully employed. Women over the age of eighteen in the labor force have had

somewhat more schooling when compared with women of the same age group in the population.¹ Men show less relationship between educational attainment and labor force participation. A comparison of the figures in Table 2.1 demonstrates this relationship.²

Table 2.1. Educational attainment of the population and of workers, by sex, March 1964 (persons 18 years of age and older)

Years of School Completed	Population		Labor Force	
	Women	Men	Women	Men
Number (in thousands)	61,883	55,118	24,326	45,600
Percent	100.0	100.0	100.0	100.0
<u>Elementary</u>				
Less than 5 years ^a	5.2	6.8	2.5	4.4
5 to 7 years	9.4	10.6	6.9	9.0
8 years	13.8	14.6	10.9	13.6
<u>High School</u>				
1 to 3 years	19.2	18.4	18.8	19.4
4 years	36.0	28.1	40.9	31.1
<u>College</u>				
1 to 3 years	9.8	10.8	10.6	10.6
4 years or more	6.5	10.8	9.5	12.1
Median years of School completed	12.1	12.0	12.3	12.1

^aIncludes persons reporting no school years completed.

¹1965 Handbook on Women Workers, op. cit., p. 171.

²Ibid., p. 172.

Women of today are earning over 40 percent of all baccalaureate or first professional degrees, which is above the previous peak reached in 1930. The percentages of women earning masters' and doctors' degrees are below the 1930 figures. The percentages of women earning college degrees are presented in Table 2.2.³

Table 2.2. Degrees conferred on women in selected years

Degrees Conferred	Percent Earned by Women			
	1966	1960	1930	1900
Bachelors or first professional	40.4	35.3	39.9	19.1
Masters	33.8	31.6	40.4	19.1
Doctors	11.6	10.5	15.4	6.0

The future for women workers is projected to show increasing participation. During 1966 there were, on the average, 28 million women in the labor force. This figure exceeds by 7.4 million the record number of women workers during World War II. It is anticipated that by 1980 there will be 36 million women in the labor force.⁴ Not only are

³U.S., Department of Labor, Trends in Educational Attainment of Women, Women's Bureau, Wage and Labor Standards Administration (Washington: Government Printing Office, April, 1968), p. 15.

⁴U.S., Department of Labor, Job Horizons for College Women, Women's Bureau, Bulletin 288 (revised; Washington: Government Printing Office, 1967), p. 137.

more women expected to be employed but many will be mature women who will have reentered the labor force. In 1966 there were almost twice as many women workers 45 to 64 years of age as in 1950, and almost two-fifths more in the 35 to 44 age group. However, the women workers under 35 years of age increased by less than one-third during the same period.⁵

With the previous background and projections, it is easy to trace the start of formal continuing education programs for adult women. In 1951, the National Manpower Council was instituted under the Ford Foundation. In 1957 this Council published a report entitled Womanpower, which focused upon secondary and post high school education of women. There were four recommendations from this report. Broadly stated, they are:

1. Expanded and improved guidance service for young women.
2. Expanded support of scholarship and fellowship programs for young women of high ability.
3. Research on the impact of the increasing employment of women.
4. Provision of adequate facilities to help mature women who want and need additional education.⁶

⁵U.S., Department of Labor, Utilization of Women Workers, a reprint from the 1967 Manpower Report, Women's Bureau (Washington: Government Printing Office, 1967) p. 137.

⁶Womanpower, National Manpower Council (New York: Columbia University Press, 1957).

In 1958, the Commission on the Education of Women of the American Council on Education began publishing its bulletin, The Education of Women.⁷ Tautfest maintains that this bulletin reflected a broadened concept of education to include self-expression and personal enrichment, rather than education for material gain alone.⁸

Formal continuing education programs and centers for adult women first appeared in 1959. Later, in 1963, President John F. Kennedy established the Commission for the Status of Women, and from the work of this Commission came the report, American Women.⁹ This report stressed the need for (1) education and counseling facilities for women, (2) child care and family services, and (3) security of basic income for widows and single women. Further, this Commission report discussed the labor standards for women and the rights of equality under the law.

⁷Education of Women (Washington: Commission on the Education of Women of the American Council on Education, 1958).

⁸Patricia Bond Tautfest, "Continuing Education Programs and Their Implications for Counselors," Journal of the National Association of Women Deans and Counselors, XXVII (Summer, 1964), 194-197.

⁹American Women, op. cit.

Life Goals of Women

In a study of adolescent girls, Bott found that the girls studied had ambivalent feelings about the possibilities before them. Most of these girls aspired to short-range vocational plans; and although their educational aspirations were high, they looked to college mainly for personal and social fulfillment.¹⁰ With the increasing number of women in the labor force today, the attitudes of the girls in this study toward employment and marriage are not congruent with the current occupational perspective.

It has been said that men are identified by "what they do" and women by "who they are." The question "who am I?" is one that many women are asking today. For a man, identity stems from his job; but a woman's identity usually is based on her husband's occupational status, her home and family. In 1955, 677 women in fifteen colleges were questioned about their life plans. All but one respondent planned to marry and to have children.¹¹ The students expected their college and university education to prepare them for marriage and motherhood, as well as for employment

¹⁰ Margaret M. Bott, "Feminine Identity and the Educational Vocational Plans and Preferences of Adolescent Girls Attending Parochial Schools: A Pilot Study" (unpublished Doctoral dissertation, Michigan State University, 1962).

¹¹ Jane Berry, "Life Plans of College Women," Journal of the National Association of Women Deans, January, 1955, pp. 76-80.



in the event of future emergency situations. These students tended to consider their career as an activity which would take place in the one or two years between graduation and marriage, or before the birth of their first child. Only sixteen of the respondents planned to work outside the home while their children were small, and 15 percent planned to return to work when their children were in high school.¹²

The expectations of university freshmen women were studied by Hopwood who found that many girls enter college without clearly defined goals.¹³ Those whose goals were defined had come to college to (1) get a well-rounded education, (2) to prepare for marriage and a job, or (3) to develop a philosophy of living that will make life interesting. Following these three primary goals, and in sixteenth position, was "preparation for a vocation." Since preparation for marriage and a job ranked second, and preparation for a vocation ranked sixteenth, it would appear that these women are viewing vocation in a different light than a job. It would be interesting to know how these women would have responded if "marriage and job" were not one response item, and if job and/or vocation had been a single choice. In view of Berry's research, it might be assumed that marriage

¹² Ibid., pp. 76-80.

¹³ Kathryn Hopwood, "Expectations of University Women," Personnel and Guidance Journal, XXXII (1954), 464-469.

would still rank higher than preparation for a vocation or a job.¹⁴ The expectations of these university women may seem strange to those who think of college as preparation for a vocation.

A recent study done with adult women students reports that the women had fairly well-defined goals. An associate degree was the goal for 6 percent, a bachelor's degree the goal for 16 percent, and 23 percent were working for teacher certification. Of the women studied, 78 percent expected to obtain their goal in the next five years and 69 percent expected to be gainfully employed within five years.¹⁵

The subjects in the above study were questioned about family income, future income from their work, and the necessity of their being gainfully employed. More than two-thirds of the women reported that working was not a financial necessity, and over half reported that their husbands earned above \$9,000 per year. Further, 75 percent of the women expected to earn between \$4,000 and \$9,000 per year. This figure of \$4,000 to \$9,000 per year appears to be realistic in view of the fact that 62 percent of them expect to teach and 10 percent plan to enter nursing or other allied health fields. The women seemed to be preparing themselves for employment which has long been stereotyped as feminine. Only 2 percent

¹⁴Berry, op. cit.

¹⁵Laurine E. Fitzgerald and Joanne B. Lantz, "The Adult Coed: A Personal/Vocational Profile," National Business Woman, XLIX, No. 9 (October, 1968), 8-14.

of the women surveyed indicated they were studying for purely personal enjoyment, which appears to refute the criticism that most adult coeds are just taking up space in already over-crowded classrooms.¹⁶

Nachmann, Gurin and Segal state, "Vocational problem becomes tied to the problem of sexual identity and adequacy, and as such may be loaded with affect, defensiveness and anxiety."¹⁷

Life Patterns of Women

The life patterns of men and women appear to differ widely. While men usually enter the labor force when they leave school and continue in the labor market until retirement, women present a variety of life patterns. The vocational life patterns of college women seem to develop in six ways:¹⁸ (1) those who never expect to be gainfully employed but who plan to be full-time homemakers; (2) those who will not work immediately after college but may find it necessary to work at a later time, in the event of an emergency; (3) those who expect to work until marriage and/or pregnancy and may or may not reenter the labor force when their

¹⁶Ibid.

¹⁷Maizie G. Gurin, Barbara Nachmann, and S. J. Segal, "The Effects of the Social Context in the Vocational Counseling of College Women," Journal of Counseling Psychology, X (1963), 28-33.

¹⁸Berry, op. cit.



children are grown or in school; (5) those who plan to work after graduation and drop out of the labor force only long enough to bear children and immediately reenter the labor force; and (6) those who plan to enter the labor force and stay until retirement. There may be many variations within each pattern depending on marital status, age at marriage, age at birth of children, number of children, and unforeseen emergency situations which may arise. Marriage, child-bearing, and loss or incapacity of the husband as provider may have a profound influence on the vocational life pattern of a woman.

Until recently, when a woman married, she dropped out of school. Today, the married woman student is found on most college campuses. Five thousand undergraduate married women students from one hundred institutions were surveyed by DeLisle who found that 74 percent of these students were not employed while attending college.¹⁹ Only 13 percent worked twenty or more hours per week. From 40 to 50 percent of the students surveyed were majoring in education. These results are similar to the results found by Fitzgerald and Lantz in their study of adult coeds--that only 27 percent worked full time and 62 percent planned to be teachers.²⁰

¹⁹Frances H. DeLisle, "Survey of Undergraduate Married Women," Journal of the National Association of Women Deans and Counselors, XXV (1962), 41-42.

²⁰Fitzgerald and Lantz, op. cit.

Hansel found patterns of alternate work and study, and that most employed women work for interest, self development, satisfaction, or enjoyment; few of them worked because of monetary need.²¹

It has been noted that women live, on the average, longer than men. Women of today are having more children than their mothers did and are having their children more closely together.²² Useem advances the thesis that present day women are living two lives. In the first life the women are producing and socializing the next generation. The second life begins at about thirty-five years of age when the children are half-grown and the mother is still able-bodied. Women at this point may enter or reenter the labor force.²³

In 1940, one-half of all women employed outside the home were single and were in the twenty to thirty-four age range, while in 1964, less than one-fourth were single.²⁴

The median age of women workers has shown a continuous rise during the twentieth century. In 1900, the median

²¹Eva B. Hansel, "Patterns of Women Power: A Pilot Study," Journal of the National Association of Women Deans and Counselors, XXV (1962), 81-87.

²²Ruth Hill Useem, "Changing Cultural Concepts in Women's Lives," Journal of the National Association of Women Deans and Counselors, XXIV (1960), 29-35.

²³Ibid.

²⁴1965 Handbook on Women Workers, op. cit., p. 20.

age was twenty-six years; in 1940, thirty-two years; in 1943, thirty-four years; in 1950, thirty-seven years. By 1965, the median age of women workers had risen to forty-one.²⁵

Projecting the rise in the average age of women workers and the rise in the numbers of women workers into the 1970's would indicate that there will be more women employed than ever before and that the largest group of employed women will be married and over forty.

Since many gainfully employed women resign at the time of marriage only to return to employment at a later date, their life patterns allow for alternate periods of work and non-work. It is during these periods of non-work that women may return to formal education.

Women's Education: Past, Present,
and Future

The higher education of women has long continued to concern professional educators--whether, in fact, women should be educated and whether or not they are physically able to cope with the rigors of education. With the development of secondary schools, more women than ever before were prepared for higher education, and Oberlin College was the first institution of higher education to admit women.²⁶ There were only three women in the Oberlin College graduating

²⁵ Ibid., p. 12.

²⁶ Newcomer, op. cit., pp. 1-5.

class in 1841. Today, women represent 35 percent of all college and university students.

"How to educate women" was a question in 1841 and is still a major issue today. Are women to be educated like men, or are they to be educated differently? Benezet feels that women's education should fit them for their most important duty, creation and maintenance of the family unit.²⁷ Today, the curriculum for women, in most schools, is a carbon copy of the curriculum for men. From 75 to 85 percent of women college graduates marry and will be homemakers, regardless of possible employment. Further, Benezet feels that what is needed is a college education that "meets feminine needs."²⁸

Crocker challenges Benezet's idea of a different education for women, maintaining that the type of education suggested by Benezet will not only be different but also second-rate.²⁹ But, Crocker asks, "How meaningful are the differences?" After all, in our society, men and women are more and more playing equal and interchangeable occupational and family roles.³⁰

²⁷ L. Benezet, "Modern Mythology in Women's Education," American Association of University Professors' Bulletin, XXXVI (1950), 487-496.

²⁸ Ibid.

²⁹ L. D. Crocker, "A Second-rate Education for Women," American Association of University Professors' Bulletin, XXXVII (1951), 253-259.

³⁰ Ibid.

Mueller states that women must secure some vocational training as well as a liberal education.³¹ The proportion of college time that women students spend in vocational training rather than general education should be dependent upon individual expectations. The proportion of time should be determined by the woman's anticipated career.³²

"Women's education can scarcely be planned apart from the expectations of men."³³ The plans of women will be determined, in some part, by what men expect. Thus if women anticipate working side by side with men in business and industry, their education should be equivalent, at least, on a technical basis. In practice, this knowledge would usually be over and above whatever education the women might have had to fit them for the homemaker role.

Although there are many articles appearing in the literature about women's education, there are few, if any, empirical studies to support any one point of view. There are studies indicating the percentage of bachelors, masters, and doctors degrees granted to women; the number of women employed in various occupational classifications; the number represented in the professions; the number who drop out of

³¹Kate H. Mueller, "Women's Education: Vocation or Liberal Emphasis?" Journal of the National Association of Women Deans, XVIII (1954), 25-27.

³²Ibid.

³³L. W. Norris, "How to Educate a Woman's Husband," Association of American Colleges Bulletin, XLIII (1951), 253-259.



school at what age, and for what reasons.³⁴ Although these studies may be factual, they have added little to our comprehension of the subject.

When women consider returning to work, they sometimes are not able to return to their previous type of employment. Their skills may have become outdated, and there may have been many advances in knowledge and technology in their occupational areas. These returning women may need additional education and training to reenter the labor force at their previous level of employment. Some American women who are not planning to return to work feel a need for educational stimulation. These two groups mentioned above have been returning, in increasing numbers, to the college and university campuses.

Raushenbush stresses that we must stop discouraging girls from undertaking long-range planning, and must: (1) provide ways of carrying out such planning in college, (2) find ways of helping women continue their education through

³⁴ Opal D. David, "Factors Influencing Women's Decisions About Higher Education," Journal of the National Association of Women Deans and Counselors, XXIII (1959), 35-38; Eleanor Dolan, College and University Facts and Figures (Washington: American Association of University Women, 1960); Mabel Newcomer, "Women's Education: Facts, Findings, and Apparent Trends," Journal of the National Association of Women Deans and Counselors, XXIV (1960), 35-39; J. B. Parrish, "Professional Women Power as a National Resource," Quarterly Review of Economics and Business, XI (1961), 54-63; and D. Screiber, "School Dropouts: the Female Species," Journal of the National Association of Women Deans and Counselors, XXV (1962), 175-181.



the early years of marriage and child rearing, and (3) provide a good opportunity for them to resume their training in later years when they are freed from the most time-consuming duties of earlier years.³⁵

The University of Minnesota has undertaken such a plan. The Minnesota Plan for the Continuing Education of Women was designed to provide the nation with additional trained manpower (educated women), and to help women find personal happiness through self-development and growth. The plan's three phases are: (1) discussion and preparation for women's multiple roles, at the undergraduate stage; (2) continuing education individually tailored for the young wife and mother; and (3) vocational and personal guidance for the mature woman, with special scheduling and summer classes emphasized.³⁶

There are many other institutions that have developed special programs for women. A partial list has been compiled by the Women's Bureau of the U.S. Department of Labor.³⁷ In addition to this list, the Women's Bureau lists

³⁵ Esther Raushenbush, "Unfinished Business: Continuing Education for Women," Educational Record, XLII (1961), 261-269.

³⁶ Virginia L. Senders, "The Minnesota Plan for Women's Continuing Education: A Progress Report," Educational Record, XLII (1961), 270-278.

³⁷ U.S., Department of Labor, Continuing Education Programs and Services for Women, Women's Bureau, Pamphlet 10 (Washington: Government Printing Office, 1968), pp. 15-73.

related services or programs for adult women.³⁸ Higher education and the Federal Government have shown great concern for the education of adult women. This interest is not limited to the above mentioned groups, but today, almost everyone has something to add to the literature dealing with women.

Interest and Concerns of Others

The American Management Association is very much concerned with working wives. A symposium sought to answer these questions: (1) How well is business talking their language? (2) Who are they? (3) How do they live? (4) What do they want?³⁹ Management realizes that the problems of working wives differ from those of the full-time homemaker. Businesses are sponsoring research to find answers to these questions. The Women's Division, Institute of Life Insurance has published a paper asking the question, "Working Women . . . Who Are They?"⁴⁰ Professional women are interested in the reasons more women are not actively

³⁸Ibid., pp. 75-86.

³⁹"Consumer Communications-A Symposium--Working Wives: How Well is Business Talking Their Language?" Management Review, April, 1967, pp. 4-21.

⁴⁰Betty S. Martin, "Working Women . . . Who Are They?" Institute of Life Insurance, Women's Division, Number 324 (New York, January, 1966).

involved in scientific pursuits and are searching for ways to remedy this situation.⁴¹

The Intercollegiate Association of Women Students is interested and concerned about continuing education. These young women appear to be looking at the future as well as the present in regard to their education.⁴² In addition to all of the above, many popular periodicals are focusing on the adult woman, her education and social role in the changing American society.⁴³

Summary

American society has changed from agrarian to industrial. Goods and services are no longer produced in individual homes but are mass-produced in large, highly mechanized factories. The men and women of the agrarian society worked at home while those of our industrial society are employed away from home.

In the last hundred years, education has changed from being a privilege for a few wealthy members of society to being an opportunity for almost everyone. Today the

⁴¹ Alice S. Rossi, "Women Scientist: Problems and Prospects," Sigma Delta Epsilon News, XXXI (May 2, 1967), 2-7.

⁴² "A Fact Sheet on the Roles of Women in America," Feminine Focus (East Lansing: Michigan State University, March, 1966).

⁴³ "What Education Women Want," Newsweek, June 13, 1966, pp. 68-75; and Margaret Mead, "Do We Undervalue Full-Time Wives?" Redbook, November, 1963, pp. 22-26.

median number of years of schooling completed by the population, 18 years of age or older, is 12.1 years for women and 12.0 for men.⁴⁴ At the present time, one in three workers is a woman who has completed 12.3 years of schooling.⁴⁵ There is a direct relationship between the amount of education a woman has received and her participation in the labor force. Also, women are marrying at an earlier age and having their families while they are young. By the time a woman is thirty-five she usually is free of child care during the school day and school year. Modern technology has taken much of the drudgery and time-consuming elements out of most housework. Also many women enter or reenter the labor force when they are freed from the time-consuming duties of child care. Even if the woman has been trained in a vocation, the years of child birth and child rearing have taken a toll of previously acquired skills. The changed technology and the knowledge explosion may call for retraining. Some of these women may be unemployable because automation has eliminated their previous occupation, and they will need to be trained in a new field. Some women were never trained and will want to approach a vocational goal for the first time.

⁴⁴1965 Handbook on Women Workers, op. cit., p. 71.

⁴⁵Ibid.

The future can only be predicted from past trends, and if the past indicates the future, the economy will find more women working than ever before. The women workers will be, on the average, older than in the past and greater numbers of them will be married.

With all this background in mind, the educational institutions will be called upon to provide training, re-training, education, and reeducation for many adult women.

Before a woman can make any decision about returning to school, she should have some clarification of her life goals. Many women and girls have ambivalent attitudes about their role in society. Biologically they will be the producers of the next generation, but women are asking, "Is biology my only destiny?" Counseling with girls and women may help them clarify their goals and plan some direction in their lives. The outmoded conflict of career or marriage is being replaced with the idea of career and marriage. While men have long played multiple roles in society, women are just beginning to take on multiple and concurrent roles.

The life patterns of women differ from the life patterns of men. Men typically enter the labor force when they leave school, while women may enter the labor force and stay a short time, dropping out for marriage and/or birth of a child. Women may stay out of the labor force or return at a later time, and this pattern may be repeated numerous times. There are many variations in the life patterns of

women depending on the individual, and on the extenuating circumstances of her life.

With the variations of life patterns, training and retraining may be a necessity for the woman during her adult life. Education should be able to meet the individual needs of adult women, and this is one of the objectives of most continuing education programs for women.

Educators, counselors, and institutions of higher learning are not the only ones interested in and concerned with the problems of the adult woman. The popular periodicals, life insurance companies, management associations, and opinion research centers are among the many who are studying the modern woman and her unique situation.

CHAPTER III

DESIGN

Introduction

The primary purpose of the study was to compare the adult coed with the adult woman who is not a student with respect to academic ability, selected personality variables, and interest patterns. Further, the study was designed to determine what motivated adult coeds to return to school and to explore how the "meaningful others" in their lives perceive education and the subject's specific involvement in education.

The secondary purpose of the study was to describe adult coeds and the adult women who are not coeds.

Sample

The first group (Group A) was a random sample of all women enrolled at Purdue University, Fort Wayne, Fall 1968, who met the following criteria:

1. Twenty-five years of age or older
2. Undergraduates
3. Had interrupted schooling for a least five years.

The sample was selected by using a table of random numbers.

The second group (Group B) was comprised of women who volunteered to take advantage of a testing and counseling program and further were:

1. Twenty-five years of age or older
2. Not enrolled in any college or university
3. Had not been enrolled in school for a period of at least five years.

Since Group B was not randomly selected, a group of adult women from the general population was also studied to determine whether Group B was similar to the general population. This third group of women were members of county extension clubs, business and professional women's groups, women employees of a local factory, and members of a philanthropic society.

Instrumentation

The general background information was gathered from all three groups by questionnaires.¹ The questionnaire followed the general format of "The Adult Coed Inventory" used in a previous study.²

Only Group A and Group B were given the Kuder DD and the Edwards Personal Preference Schedule. Group B was given

¹Questionnaire for Group A is Appendix A, labeled "Questionnaire for Adult Coed"; Questionnaire for Group B is Appendix B, labeled "Questionnaire for Adult Women Who Are Not Students"; and Questionnaire for Group C is Appendix C, labeled "Questionnaire for General Adult Women."

²Fitzgerald and Lantz, op. cit., pp. 8-14.

the Cooperative School College Ability Test and some of Group A had taken the Scholastic Aptitude Test of the College Entrance Examination Boards. Women who were enrolled in college before their admission to Purdue were not required to take the Scholastic Aptitude Test. However, those women who had never attended college before were required to take the Scholastic Aptitude Test. Admission to Purdue is based on high school performance and Scholastic Aptitude Test achievement level or previous college level work. All instruments except the Scholastic Aptitude Test were given by the same person. The Scholastic Aptitude Tests were taken at regular College Board Testing Centers. All of the instruments were studied to see if they were suitable for adult women. Norms were available for each instrument that were applicable to the groups studied. All of the instruments were pretested on the adult women, in October 1967.

Structured interviews were conducted with Groups A and B in a counseling office setting and by the same person. Each interview was approximately one hour in length. The interview structure was used as a guide; however, the respondents were free to discuss their unique problems and concerns.³ As a part of each interview, the results of

³Structure for the interview for the adult coed is Appendix D, labeled "Structure of Interview for Adult Coeds"; and structure for the interview for the adult women who are not in school is Appendix E, labeled "Structure of Interview for Adult Women Who Are Not Students."

all instruments administered to the subjects were interpreted.

The instruments used are well known and are fairly well researched instruments. The Kuder DD Occupational Interest Survey General Manual in the Technical Section discusses the background of the survey, the assumptions underlying the evaluation of interests, the development of the verification scale, the use of the scores based on data from male groups in counseling women, and the characteristics of the scores.⁴ Reliability for the Kuder DD Occupational Interests Survey was 0.96.⁵ The Edwards Personal Preference Schedule Manual suggests that the instrument is appropriate for research with groups like the ones in this study.⁶ The normative groups were appropriate for the sample used in this study.⁷ The intercorrelations of the selected variables were from -0.05 to + 0.33.⁸ "The low values of the intercorrelations indicate that the variables measured by the Edwards are relatively independent."⁹ Reliabilities for the selected variables were: achievement 0.74, order 0.87, change 0.83, and endurance 0.86.¹⁰

⁴Kuder, op. cit., pp. 17-41.

⁵Ibid., p. 37.

⁶Edwards, op. cit., p. 19.

⁷Ibid., p. 20.

⁸Ibid., p. 21.

⁹Ibid., p. 22.

¹⁰Ibid., p. 19.



The tests of academic ability are well known and are well researched tests. The Cooperative School and College Ability Tests have reliability coefficients for Form 1A of 0.92 Verbal, 0.93 Quantitative, and 0.95 total.¹¹ The Scholastic Aptitude Test of the College Entrance Examination Board is one of the instruments used for admissions to Purdue University. In an unpublished study of regional campus students the Scholastic Aptitude Test showed predictive factors of 0.302 for Scholastic Aptitude Test--Verbal for grade point index.¹²

The demographic and attitude data were collected by questionnaires and interviews. The advantages of the questionnaire are the standardization of order, wording, and the impersonal nature which insures some uniformity from one situation to another.¹³ The interview allowed for greater flexibility than the questionnaire. Clarification was gained, as necessary, in the interview. The interviewer had an opportunity to observe both the subject and the total situation to which she was responding.¹⁴ By using a

¹¹Cooperative School and College Ability Tests Technical Report (Princeton: Educational Testing Service, 1957), p. 11.

¹²Roger Manges, "Report on Multiple Regression Study for Regional Campus Students" (unpublished, Purdue University Admissions Office, 1965).

¹³Sietz et al., op. cit., p. 237.

¹⁴Ibid.

combination of a questionnaire and an interview, the advantages of each controlled the disadvantages of the other.

Hypotheses

With the combined use of the above mentioned instruments, tests, questionnaires, and interviews the following hypotheses were tested. These hypotheses are stated in the null form, stated symbolically, and when appropriate, the directional alternate hypotheses are stated.

1. No difference will be found in the measure of academic ability between Group A and Group B.

$$H_0: M_1 = M_2$$

Legend M_1 = median on academic ability of adult coeds

M_2 = median on academic ability of adult women who are not students

The literature suggests that adult women who return to college have high achievement needs; high scores also would be expected on the personality variables of change and endurance, and low scores would be expected on order. The four scales employed in this study were chosen following a review of the literature and of the definitions used in the instrument. Both the literature and the instrument suggest these dimensions are significant in an academic setting.

2. No difference will be found in the measures of personality variables between Group A and Group B.

a. $H_0: A_1 = A_2$

Legend A_1 = median on achievement needs of adult coeds

A_2 = median on achievement needs of adult women who are not students

$$H_{1a}: A_1 > A_2$$

The adult coeds' median score on achievement will exceed the adult women who are not student's score.

b. $H_0: O_1 = O_2$

Legend O_1 = median score on order of adult coeds

O_2 = median score on order of adult women who are not students

$$H_{2a}: O_1 < O_2$$

The adult coeds' median score on order will be less than the adult women who are not student's median score.

c. $H_0: C_1 = C_2$

Legend C_1 = median score on change of adult coeds

C_2 = median score on change of adult women who are not students

$$H_{3a}: C_1 > C_2$$

The adult coeds' median score on change will exceed the adult women who are not student's median score.

d. $H_0: E_1 = E_2$

Legend E_1 = median score on endurance of adult coeds

E_2 = median score on endurance of adult women who are not students

$$H_{4a}: E_1 > E_2$$

The adult coeds' median score on endurance will exceed the adult women who are not student's median score.

3. No differences will be found in occupational interests of Group A and Group B.

$$H_0: I_1 = I_2$$

Legend I_1 = median score on occupational interests of adult coeds

I_2 = median score on occupational interests of adult women who are not students.

$$H_{5a}: I_1 > I_2$$

The adult coeds' median score on occupational interests in careers requiring college will exceed the adult women who are not student's occupational interests in careers requiring college.

Analysis

The null hypotheses were analyzed using the Median Test.¹⁵ To perform the median test the median score for the combined group is determined. Using the combined median dichotomize both sets of scores and cast them in a two by two table like Table 3.1.¹⁶ Since all n_1+n_2 were larger than forty, the χ^2 corrected for continuity was appropriately used. That formula is:

$$\chi^2 = \frac{N (|AD-BC| - \frac{N}{2})^2}{(A+B) (C+D) (A+C) (B+D)} \quad df = 1$$

¹⁵ Sidney Siegel, Nonparametric Statistics (New York: McGraw-Hill Book Company, 1956), pp. 111-116.

¹⁶ Ibid., p. 111.

Table 3.1. Median test: Form for data

	Group I	Group II	Total
Number of scores above combined median	A	B	A+B
Number of scores below combined median	C	D	C+D
Total	A+C	B+D	$N = n_1 + n_2$

The questionnaire data were tabulated and compared and are presented in the following tables. In Table 3.2 the ages of the three samples are presented.

Table 3.2. Ages of women in samples

Age	Group A		Group B		General Adult Women	
	Number	(%) *	Number	(%)	Number	(%)
25-29	8	27.0	3	10	27	8.0
30-34	4	13.5	7	24	30	9.0
35-39	9	33.0	5	17	32	10.0
40-44	4	13.5	9	33	41	12.0
45-49	3	10.0	3	10	39	11.5
50-54	1	3.0	1	3	39	11.5
55-59	0	0.0	1	3	42	13.0
60-64	0	0.0	0	0	24	7.0
65 & over	0	0.0	0	0	59	18.0
Total	29	100.0	29	100	333	100.0
Average age	36		38		48	

*Percentages have been rounded to equal 100%.

The sample of women who were in school is younger, average age thirty-six, than the group who are not students, average age thirty-eight. The average age of the general adult woman was forty-eight, ten years older than Group B. Twenty-five percent of the general adult sample were over sixty years of age, and two-thirds of that group responded that they had not considered returning to school. The women who volunteered for testing and counseling were younger and more interested in returning to school than were the general adult women.

The marital status of the three groups is very similar (see Table 3.3).

Table 3.3. Marital status of women in samples

Marital Status	Group A		Group B		General Adult Women	
	Number	(%) *	Number	(%)	Number	(%)
Married	20	69	20	69	236	71
Separated	0	0	2	7	0	0
Divorced	3	10	4	14	11	4
Single	4	14	2	7	47	14
Widowed	<u>2</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>37</u>	<u>11</u>
Total	29	100	29	100	331	100

*Percentages have been rounded to equal 100%.

The greatest divergence was Group B in which 21 per-cent were separated or divorced compared to 10 percent of Group A, and only 4 percent of the general adult women's group.

Educational backgrounds of Group A and Group B were similar (see Table 3.4).

Table 3.4. Educational background of Group A and Group B

Level of Education	Group A		Group B	
	Number	(%) *	Number	(%)
Less than high school education	1**	3	0	0
High school graduate	12	45	14	49
One year of college	2	7	2	7
More than a year of college but less than a degree	8	28	6	20
Other (includes business college, nursing, etc.)	<u>6</u>	<u>20</u>	<u>7</u>	<u>24</u>
Total	29	100	29	100

*Percentages have been rounded to equal 100%.

**Finished high school in 1963.

While the educational backgrounds of the general adult women when compared to the population of women in the United States show great differences, the general adult woman had a much higher level of educational attainment than the women

in the United States (see Table 3.5). Comparing all four groups in regard to the percentage of women who had more than a high school education, there were 52 percent of Group A, 51 percent of Group B, 47 percent of the general adult women, and 16 percent of the women in the United States with more than a high school education.

Table 3.5. Educational background of general adult women compared to population of women in United States

Level of Education	General Adult Women (%)	Population of Women in United States ^a (%)
Less than high school graduate	15	47.6
High school graduate	38	36.0
Some college but less than a degree	25	9.8
College graduate and graduate work	12	6.5
Other (includes business college, nursing, etc.)	<u>10</u>	(no figures available)
Total	100	100.0

^a1965 Handbook on Women Workers, op. cit., p. 172.

In all three sample groups, the work experiences ranged from the level of unskilled to professional. The professions were concentrated in nursing for Groups A and B and in nursing and teaching for the general adult group. In regard to present employment, Group A had 38 percent employed

full or part time while the Group B had 45 percent employed full or part time. Volunteer work for all three groups centered in church and service groups.

Each woman in Groups A and B was surveyed in regard to her husband's age, educational background and income. Table 3.6 represents a comparison of average age of these women and their husbands. In both groups the husbands' average age was three years more than their wives' average age.

Table 3.6. Women's average age compared to husbands' average age

	Group A	Group B
Average age of women	36	38
Average age of husbands	39	41

Table 3.7 represents the educational backgrounds of the husbands of the two groups. Eighty percent of the husbands of Group A had more than a high school education and 78.5 percent of the husbands of Group B had more than a high school education.

Table 3.8 represents the income of the husbands of the two groups. None of the husbands of the Group B women had incomes of less than \$9,000 per year, while 17 percent of the husbands of the Group A women had incomes below the \$9,000 per year figure.

Table 3.7. Husbands' educational background

Level of Education	Group A		Group B	
	Number	(%) *	Number	(%)
High school graduate	4	20	5	22.5
Some college but less than a degree	4	20	5	22.5
Bachelor's degree	5	25	7	31.5
Graduate work and graduate degree	<u>7</u>	<u>35</u>	<u>5</u>	<u>22.5</u>
Total	20	100	22	100.0

*Percentages rounded to equal 100%.

Table 3.8. Husbands' income

Income Level per Year	Group A		Group B	
	Number	(%) *	Number	(%)
Less than \$4,000	0	0	0	0
\$4,000 to \$8,999	3	17	0	0
\$9,000 to \$13,999	4	22	14	64
\$14,000 to \$19,999	7	39	4	18
\$20,000 and above	<u>4</u>	<u>22</u>	<u>4</u>	<u>18</u>
Total	18	100	22	100

*Percentages rounded to equal 100%.

In both Groups, A and B there were twenty-five women who had children. The children of the women in Group A ranged in age from one year to thirty years. The children of the women in Group B ranged in age from two years to twenty-seven years. Table 3.9 represents the number of children involved.

Table 3.9. Number of children of Groups A and B

Number of Children	Group A		Group B	
	Number	(%) *	Number	(%)
1	4	16	6	24
2	7	28	10	40
3	7	28	5	20
4	4	16	2	8
5	3	12	1	4
9	<u>0</u>	<u>0</u>	<u>1</u>	<u>4</u>
Total	25	100	25	100

*Percentages rounded to equal 100%.

All three groups were asked to rate their satisfaction with their present role in life be it student, housewife, employee, or any combination of the three roles. Table 3.10 presents these data. The general adult woman had 88 percent with some degree of satisfaction while Group A had 73 percent, and Group B had 61 percent with the same degree of satisfaction. The general adult women had 4 percent with some degree of dissatisfaction while Group A had

22.5 percent and the Group B had 21 percent with some degree of dissatisfaction.

Table 3.10. Satisfaction with role in life

Level of Satisfaction	Group A		Group B		General Adult Women	
	No.	(%)*	No.	(%)	No.	(%)
Very satisfied	11	40.0	4	14	155	51
Satisfied	9	33.0	13	47	113	37
Neither satisfied nor dissatisfied	1	4.5	5	18	23	8
Dissatisfied	5	18.0	6	21	10	3
Very dissatisfied	<u>1</u>	<u>4.5</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>1</u>
Total	27	100.0	28	100	304	100

*Percentages rounded to equal 100%.

A causal-comparative design was used in the study to determine the reasons some adult women have returned to formal education and other adult women have not. In a study of this kind a true experimental design was not feasible. The study was designed to seek past causes for present conditions. Thus the results should lead to information that will be helpful in reassessing on-going programs and in developing and planning new programs for adult women.

CHAPTER IV

ANALYSIS OF STANDARDIZED INSTRUMENT DATA

This chapter will present the data from the standardized instruments administered to adult coeds and the adult women who are not students.

The data will be presented in the following manner:

1. Analysis and comparison of the measures of academic ability
2. Analysis and comparison of the measures of personality variables
3. Analysis and comparison of the measures of occupational interests.

These data were obtained by the use of the Cooperative School College Ability Tests, Scholastic Aptitude Tests of the College Entrance Examination Boards, Kuder DD Occupational Interest Survey, and Edwards Personal Preference Schedule.¹

¹See Chapter III for a discussion of these instruments.

Academic Ability

Measures of academic ability were given each of the adult women who are not students. The instrument, the Cooperative School College Ability Tests, provides equivalent scores for the School College Ability Tests and the Scholastic Aptitude Tests.² Thirteen of the adult coeds had taken the Scholastic Aptitude Test before their admission to Purdue University. The scores received on the School College Ability Test--verbal were translated into Scholastic Aptitude Test--verbal scores. The translated Scholastic Aptitude Test scores may be generous in view of the translation and the relative shortness of the School College Ability Test compared to the Scholastic Aptitude Test. Table 4.1 represents the scores for both groups studied.

The hypothesis was made that no difference would be found in the measure of academic ability. Both groups of women would be able to do college level work.

$$H_0: M_1 = M_2$$

Legend M_1 = median on academic ability of adult coeds

M_2 = median on academic ability of adult women who are not students

Using the Median Test and significance level of .5, the probability was < 0.10 . The probability is greater than the significance level and hence the null hypothesis is

² Cooperative School and College Ability Tests'
Manual for Interpreting Scores, op. cit., p. 44.

Table 4.1 Score on academic ability of adult coeds and adult women who are not students

Adult Coed		Adult Women Who Are Not Students	
SAT--Verbal		SCAT Translated to SAT--Verbal	
Score	Number	Score	Number
704	1	625	6
619	1	600	1
610	1	575	4
600	1	550	2
500	1	525	4
495	1	500	3
490	1	475	5
450	1	451	1
424	1	375	2
420	1	350	<u>1</u>
412	2		
310	<u>1</u>		
Total =	13	Total =	29
Median	490	Median	528.8
Combined median 512.5			

accepted. There is no significant difference in measures of academic ability between the adult coeds and the adult women who are not students. Since the adult coeds are now in college and successfully competing academically, the assumption could be made that the adult women who are not students could compete successfully in college.

Personality Variables

Each of the fifty-eight subjects took the Edwards Personal Preference Schedule. The scores were ranked from high to low on each variable for the adult coeds and the adult women who are not students. The medians were found for each of the groups on the selected variables. Table 4.2 summarizes these medians.

Table 4.2. Median scores for Groups A and B on personality variables

Personality Variables	Group A	Group B
Achievement	14	16
Order	10	12
Change	17	19
Endurance	16	13

The combined median was ascertained for each selected variable and the results were cast into a two by two table. In most cases, the score representing the combined median was scored by several subjects so the A and B cells in the table represent those scores that fell above the combined median and the C and D cells in the tables represent those scores which did not fall above the combined median.³

³Siegel, op. cit., p. 112.

Table 4.3 presents the combined medians, the probability of no difference and the level of significance for each variable.

Table 4.3. Combined median probability and significance level for the selected personality variables

Variable	Combined Median	Probability	α Level	Direction of Difference
Achievement	15	$p < .025^*$	.05	Group B
Order	11	$p < .10$	.05	Group B
Change	18	$p < .25$	.05	Group B
Endurance	15	$p < .25$	.05	Group A

*Below level of significance.

The hypothesis to be tested for the personality variables was that no difference would be found in measures of personality variables. Four hypotheses were generated from the original hypothesis. They were:

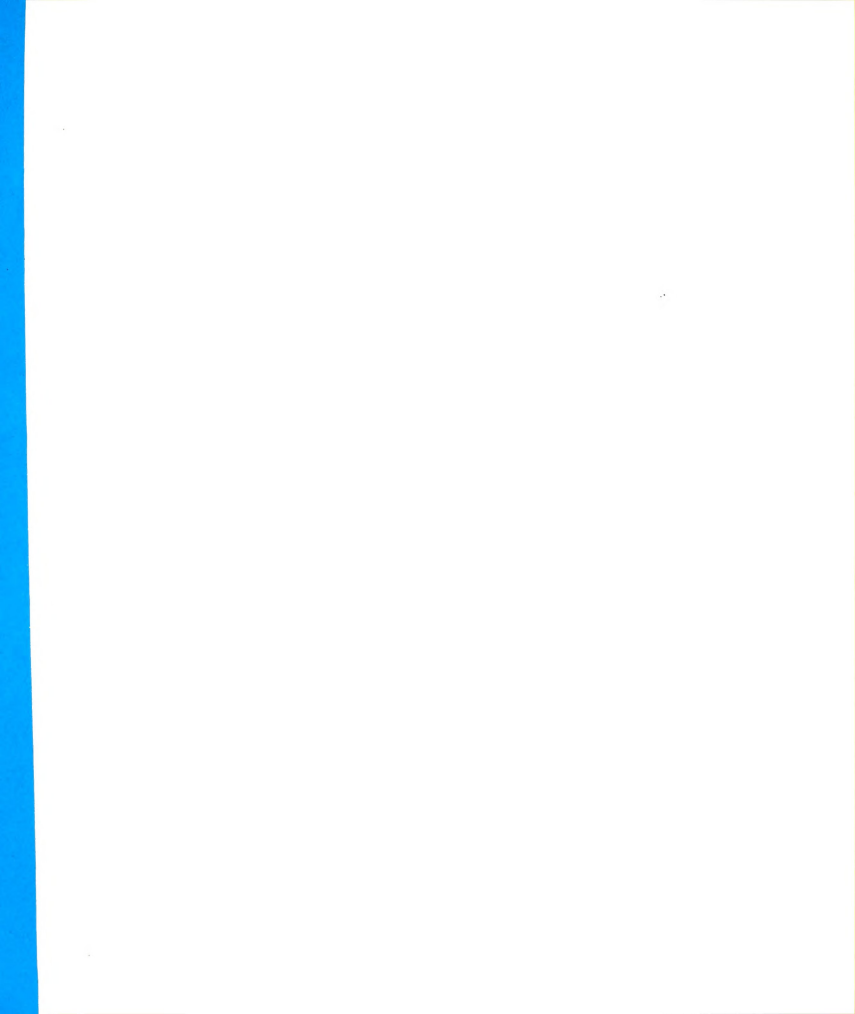
1. There would be no difference in measures of achievement need between Group A and Group B.

$$H_0: A_1 = A_2$$

Legend A_1 = adult coeds' median on achievement need

A_2 = adult women who are not students' median on achievement need

$$H_{1a}: A_1 > A_2$$



The adult coeds' median score on achievement need will exceed the other adult women's score. In Table 4.3 the probability associated with achievement is $< .025$. There is a significant difference and the null hypothesis is rejected, but the alternate is also rejected because the differences is not in the predicted direction. The adult women who are not students have higher achievement needs than do the adult coeds.

2. There would be no difference in measures of order between Group A and Group B.

$$H_0: O_1 = O_2$$

Legend O_1 = adult coeds' median on order

O_2 = adult women who are not student's
median on order

$$H_{2a}: O_1 < O_2$$

The adult coeds' median score on order will be less than the adult women who are not student's median score. In Table 4.3 the probability is $< .10$. There is no significant difference. The null hypothesis is accepted. There is no significant difference on order between Group A and Group B.

3. There would be no difference in measures of change between Group A and Group B.

$$H_0: C_1 = C_2$$

Legend C_1 = adult coeds' median score on change

C_2 = adult women who are not student's median
score on change.

$$H_{3a}: C_1 > C_2$$

The adult coeds' median score on change will exceed the adult women who are not student's median score. In Table 4.3 the probability is $< .25$. There is no significant difference on change between Group A and Group B.

4. There would be no difference in measures of endurance between Group A and Group B.

$$H_0: E_1 = E_2$$

Legend E_1 = adult coeds' median score on endurance

E_2 = adult women who are not student's
median score on endurance

$$H_{4a}: E_1 > E_2$$

The adult coeds' median score on endurance will exceed that score of the adult women who are not students. In Table 4.3 the probability is $< .25$. There is no significant difference on endurance between Group A and Group B.

Occupational Interests

Each of the fifty-eight subjects took the Kuder DD Occupational Interest Survey. The instruments were machine scored by Science Research Associates, Incorporated. For the purpose of this study only the women's occupational scales were used. Each subject was scored on every occupational scale for women and on selected occupational scales for men.

The verification scores were checked because the validity of the results is questionable if the verification score is below 45. All scores except one fell above the 45

level of verification (see Table 4.4). The subject whose score was below the 45 verification level had higher interest scores on the men's occupational interest scales than on the women's occupational interests scale. One other subject, verification score of 51, also had higher interests on the men's occupational scale than on the women's occupational scale. The interests of these two women were physical education-recreation and engineering. Both were in the group of adult women who are not students.

Table 4.4. Verification scores for samples

<u>Scores</u>	<u>Numbers</u>
58-59	4
56-57	7
54-55	8
52-53	8
50-51	14
48-49	11
46-47	5
40	<u>1</u>
Total	58

The occupations listed in the women's scale were judged by three independent raters. Each rater was asked to put a plus (+) or a minus (-) for each occupation on the basis of requiring a college education (+) or not requiring a college education (-). There was complete agreement on all occupations but one, interior decorator. A judgment was reached on interior decorator by checking the educational

level of the group used to standardized the inventory. The ratings are shown in Table 4.5.

Table 4.5. Ratings of occupations on Kuder DD Occupational Interest Scale*

Rating	Occupation	Rating	Occupation
+	Accountant	+	Nurse
-	Bank clerk	+	Nutritionist
-	Beautician	+	Occupational therapist
-	Bookkeeper	-	Office clerk
-	Bookstore manager	+	Physical therapist
+	Computer programmer	+	Primary school teacher
+	Counselor, high school	+	Psychologist
+	Dean of Women	+	Psychologist, clinical
-	Dental assistant	+	Religious ed. director
-	Dept. store saleswoman	+	Science teacher, high school
+	Dietician, administrative	-	Secretary
+	Dietician, public school	+	Social caseworker
-	Florist	+	Social worker, group
+	Home demonstration agent	+	Social worker, medical
+	Home ec. teacher, col.	+	Social worker, psychiatric
+	Interior decorator	-	Social worker, school
+	Lawyer	-	Stenographer
+	Librarian	+	X-ray technician
+	Math teacher, high school		

*Legend: + indicates college education required for occupation; - indicates college education not required for occupation.

The top score was located for each subject. All scores falling within .06 of the top scores were used and assigned a plus or a minus. The total pluses and minuses were tabulated and added algebraically. Each subject received a score ranging from minus seven to plus fourteen (Table 4.6 summarizes the scores). Since plus five was the



Table 4.6. Occupational ratings for groups on
Kuder DD

Group A		Group B	
Score	Number	Score	Number
14	2	14	1
13	1	13*	1
12	1	12*	1
11	2	11	1
10	1	10	1
9	2	9	2
8	1	8	3
7	4	7	1
6	4	6	0
5	3	5	3
4	2	4	1
3	1	3	0
2	1	2	2
1	1	1	1
0	1	0	1
-1	0	-1	3
-2	0	-2	2
-3	1	-3	0
-4	1	-4	1
-5	0	-5	3
-6	0	-6	0
-7	0	-7	1
N = 29		N = 29	
Group A median +6		Group B median +4	
Combined median +5			

*Represents the two subjects who rated higher on the men's occupations; however, the figure reflects only the women's occupational interests.

combined median and six people scored plus five, the two by two table was cast using scores that fell above the median in the A and B cells and those which did not fall above the median in the C and D cells.⁴

The hypothesis was made that no difference would be found in occupational interests between Group A and Group B.

$$H_0: I_1 = I_2$$

Legend I_1 = adult coeds' occupational interests

I_2 = adult women who are not student's occupational interests

$$H_a: I_1 > I_2$$

The adult coeds' occupational interest in careers requiring college will exceed that of the adult women who are not students' occupational interests. The significance level is .05. The Median Test was used and the probability was < .05. The null hypothesis is rejected and the alternate is accepted.

There is a significantly greater interest in occupations requiring college by adult coeds than by adult women who are not students.

Summary

When comparing the adult coeds to the women not currently enrolled in school on measures of academic ability, both groups appear to be able to pursue programs at the college level. There is no significant difference indicated.

⁴Siegel, op. cit., p. 112.

The groups were significantly different with respect to achievement need. The women who are not students had noticeably higher achievement needs than did the adult coed. Perhaps the adult coeds feel they are achieving at the present time, and hence it is not an important need for them.

The other selected variables of order, change, and endurance showed no significant difference.

Occupational interests of the adult women students are quite different from the occupational interests of the women not currently enrolled in school. The interests of the adult coeds are generally in occupations that require a college education, but the interests of the adult women who are not students appear to be in occupations that do not require a college education.



CHAPTER V

SUMMARY OF PERSONAL INTERVIEWS

This chapter contains a summary of interviews with fifty-eight women. Twenty-nine of those interviewed were students at Purdue University, Fort Wayne; and the other twenty-nine were women residents of the greater Fort Wayne, Indiana area who volunteered for a testing and counseling program. The purposes of the interviews were to discover the feelings of the women about themselves, the feelings and reactions of their families and friends to their educational plans, and to determine educational vocational plans for the future.

The following questions provide the bases for the presentation of this chapter:

- Who were the women who were interviewed?
- What were the reactions of the women to the study and the interview?
- What caused them to discontinue their education when they did?
- What reactions have their husbands, children and other family, and friends had to their return or anticipated return to school?



- Have the students' families taken new responsibilities?
- Has the students' routine changed since they returned to school, and what problems would the other women anticipate if they returned?
- What were the goals and educational expectations of the students?
- What work would the students like to do when school is finished, and what would the women not now enrolled study if they returned to school?
- Who influenced the student to return; what are her feelings about her student role; and is she in any way different since she returned to school?
- What factors influence women to return to school?
- Would the women change their lives if they could do so, and where do they see themselves in the future?
- What could the university do to assist the women who are not students if they decide to return to school, and what could the university do to improve the program for those women presently enrolled?

The Women Interviewed

The adult coed sample (Group A) was a random sample of all women enrolled at Purdue University, Fort Wayne who were twenty-five years of age or older, undergraduate, and had interrupted schooling for at least five years. Each of the thirty women was contacted personally. At the time of



the original contact, the purpose of the study was explained and each woman was told how much of her time would be involved. Twenty-nine of the thirty women agreed to take all the instruments, fill out the questionnaire, and come back for test interpretation and the interview. The total time for each subject was approximately three hours.

The second group (Group B) was comprised of twenty-nine women who volunteered for a testing and counseling program offered by Purdue University. These women were twenty-five years of age or older, not enrolled in a college or university, and had not been enrolled in school for a period of at least five years. Every woman who volunteered agreed to take all instruments, fill out the questionnaire, and come back for test interpretation and the interview. The total time for each subject was approximately four hours. Group B took an academic ability test. Some of the women in Group A had previously taken the Scholastic Aptitude Test before entrance to college. All of the women in the Group B had thought about returning to school.

Reaction of the Women to the Study

The general reactions of both groups were ones of interest and cooperation. Only one of fifty-nine contacted felt that she would not have time to participate. When appointments for testing and interviewing were scheduled, they were kept with great punctuality. In all, only four appointments had to be re-scheduled. This cooperation seems



to speak well for the interest of the women in the study. Most of the subjects in both groups expressed interest in the results of the study. In general the subjects from both groups were comfortable in the interview situation. Several women from Group A noted that some of their student friends wondered why they had not been selected and had offered to participate if more subjects were needed. After the data had been collected, several women from Group B called to see if the volunteer program would be offered again because they had a friend who was interested. A husband of one of the women from Group B called to see if there was any possibility that a similar program would be offered for adult males.

Why Did They Discontinue Their Education?

Some of the adult coeds entered college after they graduated from high school; others had no college background. One adult coed dropped out of high school and then returned to finish her high school education prior to entrance to college. The reasons the adult coeds gave for discontinuing their education were:

- Marriage, 13
- Finances, 12
- Lack of interest, 4
- Changed vocational goal, 2
- Family opposition, 1
- Completed terminal program, 1



- Personal problems and rebellion, 1
- Forced to leave native country and came to the United States as a refugee, 1

Some subjects gave more than one reason for discontinuing their college education.

When the adult women who are not students were questioned as to why they had discontinued their education, these reasons were given:

- Marriage, 11
- Finances, 6
- Work, 4
- Lack of encouragement to continue, 3
- No interest in college, 3
- Completed terminal program, 2
- Undecided on vocational goal, 1
- Parental pressure to work, 1

Some subjects gave more than one response.

Reaction of Others to Their Return or
Anticipated Return to School and
Family Responsibilities

The adult coeds' husbands have, generally, expressed favorable reactions to their wives' return to school. Eighteen of the twenty married women used such phrases as "encouraging," "definitely in favor," "all for it," and two noted that their husbands who had not been in favor of their return to school had "mellowed in time." One of the women whose husband, at first, had been in favor of her return

was now as she said "getting tired," another noted her husband would have "chosen another field of study for her," and one said, "He doesn't care so long as it doesn't interfere with family life."

Half of the husbands of the adult coeds had taken new responsibilities at home since their wives had returned to school. These responsibilities included helping with the evening meal, helping with children, helping with general housework, doing dishes, cleaning kitchen, baby sitting, feeding pets, and doing the grocery shopping. One adult coed noted that her husband had taken a new job immediately after her return to school and that the job responsibility had increased so that he did not have time to assist at home.

Most of the women who are not students, in the main, expressed feelings that their husbands' reactions would be favorable to their returning to school. Only six of the twenty with husbands felt that the reaction would be unfavorable.

When children's responsibility was discussed, nine adult coeds said that their children had always taken responsibility and that their return to school had not altered this. The other adult coeds noted that their children helped with meals, helped with house cleaning, and had made more decisions for themselves since the homemaker had returned to school. Nineteen of the adult women who are not students felt that their children's reactions would be favorable to their return to school. Six felt their children

would not like it or would have no reaction one way or the other. One subject noted that her children would probably react differently, one in favor and one against her return to school.

Discussion of the reactions of families and friends toward their return to school brought a variety of responses from, "My father is delighted" to "They think I'm crazy." Usually, however, the reaction was favorable. One subject noted that since she had returned to school several of her friends had also started back to school. Another subject stated that one of her friends had commented, "That takes guts."

The adult women who are not students would expect similar reactions from their family and friends if they returned to school. These subjects used such words as "surprised," "shocked," "thrilled," "terrible," "happy," "supportive" and "interested." Two of the subjects stated they did not care how anyone else might feel if they decided to return to school.

Changes in Students' Routine and Anticipated Problems

Twenty-four of the adult coeds stated that their routine had changed since they returned to school, and only five felt it had not changed. One said, "I just traded work for school." The changes in routine were: "hobbies and clubs dropped," "social activities dropped," "meals not on

time," "less sleep," "better organized," "better use of time," "less light reading," "busier," "neglect home and personal appearance," "neglect of children and husband," "relationship with husband improved," "time to show children more affection because of domestic help," and "not able to help husband in his work." Of all the above mentioned responses, those most often noted were related to better organization and wiser use of time.

The women in Group B anticipated their problems would be: inability to organize their schedule of home and class, lack of time, lack of available child care, finances, and unfavorable reactions from husbands. Some indicated a lack of confidence in their ability to study and comprehend the curriculum; others wondered if they would be able to fit into college social groups and whether or not the program they chose would be available to them.

Goals, Expectations and Achievements of Adult Coeds

The adult coeds had well defined goals. Fifteen had an associate degree as their goal, and six of the fifteen felt that they might continue until they earned a bachelor's degree. A bachelor's degree was the goal of ten adult coeds, and one of this group considered continuing for a master's degree. The master's degree was the goal for three adult coeds and a Ph.D. the goal for one adult coed.

When questioned about the length of time required to achieve their goal, only one respondent was indefinite. The others had a definite time. Ten expect to accomplish their goal in 1969, six in 1970, two in 1971, three in 1972, five in 1973, and two in 1978. These women have earned varying numbers of credits since they returned to school, and this is summarized in Table 5.1.

Table 5.1. Number of credits earned by adult coeds since their return to school

<u>Number of Credits</u> ^a	<u>Number of Women</u>
0-15	8
16-30	4
31-45	11
46-60	2
61-75	2
76-90	2

N = 29

^aDoes not include the number of credits being completed during present term of enrollment.

The adult coeds were asked about their plans after they had achieved their educational goal. If work was mentioned in their plans, the subject was asked how much they expected to earn and whether working was a financial necessity? Table 5.2 summarized the salary expectations for those who planned to work. Eight adult coeds had no idea how much they would earn or did not think the salary was important. Several of these women noted that they only planned on part-time employment. Eighteen of the adult coeds felt no

Table 5.2. Salary expectations of adult coeds

Expected Salary/Year	<u>Number of Women</u>
\$5,000-\$5,999	4
\$6,000-\$6,999	8
\$7,000-\$7,999	3
\$8,000-\$8,999	1
\$9,000-\$9,999	0
\$10,000-\$10,999	1
\$11,000-\$12,000	<u>1</u>

N = 18

financial necessity to work, but eleven felt that there was a financial necessity.

If it was not a financial necessity for the women to work, they were further questioned as to why they had decided to return to work. "The work being something they had always wanted to do" and "security" were the two responses most often given. The other responses ranged from "to help others," "useful," "need to do something worthwhile" to "bored--always wanted to go to school," "do not like to stay home," "time available" and "to gain experience."

What Work Would They Do--
What Would They Study?

The adult coeds responded in varying ways to the question, "What work would you like to do?" Fourteen indicated an interest in nursing, with several noting specific interests in surgical, geriatric, or hospital nursing, working in a doctor's office, school nursing, establishing "well baby" clinic, and nursing education. Second in work interests

were occupations associated with social agencies, ten of the group indicating interests in counseling and social work, counseling and teaching, work with juvenile delinquents, work with the aging, work with alcoholics, work with parents and children with special needs and concerns, and work in general mental health agencies. Two adult coeds were interested in audiology and speech therapy, one in college teaching, one in clinical psychology, and one in technical theatre.

The adult women who are not students, when questioned about what they would study if they returned to school, had somewhat wider interest areas. There was one response for each of the following: interior design, supervision and personnel, engineering, real estate, travel agent, art, political science, English, computer programming, recreation, floral design, and drama. Two each responded business, accounting, and elementary education. Nine responded to the question of what they would study by indicating interests in the areas of social work, sociology, psychology, mental health, and work with handicapped children.

Who Influenced the Student to Return to
School, What Are Her Feelings About
Her Role, Is She Different?

Who or what influenced the adult coeds to return to school? Friends, husbands, families, professional educators, and social workers were most frequently mentioned. Family physician, priest, and children were each noted once as having influenced their return to school. But people were

not the only influence. Articles in the popular literature and "the times" influenced others in their decision to return to school.

When asked how they felt about their experiences as students, the reactions were usually positive. The majority of the women have enjoyed the student experience. The responses were: "fine," "enjoy it," "interesting," "great," "challenging," "ideal way to be a student," "discouraged sometimes," "first year terrible, great after that," and "I have more positive feelings about self." Several women mentioned that they had especially enjoyed the contact with young people.

The subject of whether they were different since they returned to school was another question that brought forth a smile and a wide variety of answers. The responses of the adult coeds were: "broader horizons and interests," "helped to understand self and others more," "not nearly as judgmental," "have many new ideas," "more out going," "have liberalized my views," and "enjoy things around me more." There were other ways they also felt they had changed. Some felt they were more considerate of others, some had matured, others felt they had added self-confidence, many felt they were able to apply themselves more, and others felt they had a new perspective on life. One adult coed felt that she had developed a closer relationship with her husband and one responded "I feel like an old woman."

The adult coeds were asked, "Why do you think most women go to school?" Their responses were:

- Security, 8
- Self fulfillment, 5
- Financial necessity, 5
- Do not want to be useless, 5
- Boredom, 4
- Finding meaning for themselves, 3
- Have a definite purpose or goal, 3
- Prepare for a vocation, 3
- To keep from stagnating, 3
- Close the educational gap between themselves and their husband and children, 3
- Keep young, 1
- The challenge of learning, 1
- More professional opportunities open to women, 1
- To better themselves, 1
- Opportunity not available before, 1.

Would They Change Their Lives
and What About the Future?

Both groups were asked the question, "If you could start over (age 17 or 18), what might you do differently?" Nineteen women were satisfied with their lives. Thirty-one gave responses such as: "should have gotten more education," "should have gone to school," "should have finished college," "should have gone to college instead of nurses' training,"

and "should have studied elementary education." Six said they "should have waited to get married," however, three noted they would have married the same man. One responded she "should have married earlier." One each responded "I would not have worried about what others thought," "I should have worked," "I was not aware of the possibilities," "I would have overcome my self-consciousness earlier," "I should have gotten to know myself better," and "you would have to go back a lot farther than that for my life to have been different." The responses for both groups were similar and so are not reported separately.

The question about the future and how they see it for themselves caused many members of both groups to ponder. One woman in Group B (adult women who are not students) said she saw herself "as a vegetable, which worries me!" Four from Group B responded that they could not foresee anything in their future. Others responded: "managing a small business," "early retirement and pursuing an avocation," "helping people," "accomplish a sense of personal worth," "finish college," "become a grandmother and work," "trying to find themselves," "run an interior decorating shop," "work in a social agency and travel," "remarry," "work in politics and writing," and "stay mentally young and look forward to the time when her children were on their own."

The adult coeds' responses to the question of their future were: "accepting more responsibility," "work after children are older and help develop new theories in her

chosen field," "serve others through nursing," "work and a little more social life," "work" (mentioning several areas), "marriage and career," "more children," "remarriage," "being able to spend more time with their family," and "help others and at the same time help herself." Only three of the adult coeds felt that they did not know what they might do in the future.

How Can the University Help?

The adult women who are not students felt the university could best help them by scheduling classes in the evening and in larger blocks of time, offering more appropriate courses for them, and by providing services such as: academic advising, financial aid, counseling, giving remedial academic help, and helping to organize a baby-sitting pool.

The adult coeds had different suggestions for the university. They included changes in curriculum, better instructors in some areas, more clinical experience, more available laboratory facilities, specialized science and mathematics courses, series classes offered every semester so one can start a sequence anytime, more evening classes, classes scheduled in the middle of the day, light class loads to start the program, larger blocks of time for classes, closer faculty-student relations, more small group sessions with professors, financial aid for part-time students, more liberal requirements for older students,

acceptance of more previously acquired credits, availability of nursery school, selected graduate programs, and a bachelor's degree in nursing. One woman noted that she thought adult women should be treated less like typical sophomores and more like adults. Another noted that in many areas older women have the advantage of experience. Several women felt that more testing and counseling, such as they had had during the process of this study, would be very beneficial. This service is available, but these women were unaware of this opportunity.

Objectivity of the Interview

Samples of the personal interviews were tape recorded. The interviews were then reviewed by an independent observer and an interview guide completed. After the second interview guide was completed, both copies were compared to test the objectivity of the original interviewer. The original and independent observer interview guides were in close agreement. In fact, in most instances the responses were exactly alike.

Summary

All the women involved in this study were very cooperative and enthusiastic. In each group, some had entered college after completing high school, but none had finished the program. The women of both groups listed marriage, lack of finances, and employment as the prime reasons they had

discontinued their schooling. The reactions of the families and friends of both groups of women were, or would be, favorable to their return to school. The adult coeds had been assisted in continuing their education by their families' assumption of greater share of the household responsibilities.

The routine of most adult coeds had changed. They felt they had less time for hobbies, clubs, and social functions; but many felt they were better able to organize their work and use time more wisely. The problems anticipated by the adult women not enrolled as students were found to be in the same general areas as those the adult coeds had encountered. One area of difference was the apparent concern of the women not enrolled as students that they might be unable to compete with other college students. The adult coeds had apparently conquered that problem.

The adult coeds had well defined goals. They knew what they wanted, how they were going to get it, and when they expected to achieve their goals. The goals of the women not enrolled as students were not as well defined. They were at a thinking and planning phase of their lives. Perhaps, in time, this latter group will move in the direction taken by the adult coeds.

When compared with the adult coeds, the women who are not students were more creative in planning study programs. More of this second group were considering occupations that are less feminine-oriented than those the adult



coeds were planning. Thinking and doing are two different things, and it would be interesting to follow the adult women who are not students to see if this pattern will be established.

Many different people and factors influenced the adult coeds to return to school. Once back in school, the adult coeds were enjoying their student experiences and felt that positive and desirable attributes had been added to their lives. The adult coeds felt that most women who return to school are seeking security and self-fulfillment.

Most of the women in both groups indicated they would change their lives if they were able to do so. However, most of the things they would like to change were associated with continuing education. The future seemed to be more definite to the adult coeds than to the other group of women.

When questioned about the role of the university in assisting women students, the adult coeds had ready answers and very definite ideas, but the adult women who are not students were inclined to ponder the question. As a general rule, the responses of the adult coeds were education oriented whereas those of the women who are not students were convenience oriented.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The image of American women has changed in recent years and undoubtedly will continue to change in the future. Historically, women were not chosen to be educated. The woman student in American institutions of higher learning is a phenomenon known only in the last century and a half. Yesterday, a woman who entered college usually did so directly from a secondary school; and if she married, it was customary for her to discontinue her education. Today, in America, the picture is very different. Women are present on almost all college and university campuses. The woman student may be young or old, married or single, a part-time or full-time student who is interested in everything from art to zoology.

This study was concerned with women currently enrolled as university students and others, some of whom had had some college background. All of the women involved in the study were at least twenty-five years of age and had been away from an educational environment for a minimum of five years.

The purposes of the study were:

1. to achieve a description of adult women currently enrolled as students and others who had indicated an interest in continuing education but were not currently enrolled,
2. to compare these two groups in the areas of academic ability, personality variables, and occupational interests,
3. to determine what motivates an adult woman to return or not to return to an institution of higher learning,
4. to explore the perceptions of the "meaningful others" in the lives of these adult women as they pertained to the subjects' specific involvement in continuing education,
5. to prepare a guide for Purdue University, Fort Wayne, Indiana, outlining the needs of these women and specific ways for the University to attempt to meet these needs.

This study was designed to seek past causes for present conditions. Questionnaires, standardized instruments, and structured interviews were used to compare women who had chosen to return to school after a fairly prolonged absence with other women who had not, as yet, decided to further their education. If demonstrable differences were found, these might lead to constructive conclusions.

Three samples were used in this study:

1. Adult coeds (Group A) were a random sample of all undergraduate women enrolled at Purdue University, Fort Wayne, Indiana, in the Fall of 1968, twenty-five years of age or older, who previously had interrupted their education for at least five years.

2. Adult women who are not students (Group B) were individuals who had volunteered to participate in a testing and counseling program. These women were also twenty-five years of age or older, but not currently enrolled in any college or university, and had not been enrolled for at least five years prior to the study.

3. General adult women (Group C) were selected to compare with Group B, since this latter group was not randomly selected. These individuals were members of county extension clubs, business and professional women's groups, women employees of a local factory, and members of a philanthropic society.

Groups A and B were small, twenty-nine in each group, while the general adult women (Group C) numbered 333. Further, national census figures were used to compare all three groups to the national population.

The instruments used to gather the data were:

1. Questionnaire for adult coeds, Appendix A
2. Questionnaire for adult women who are not students, Appendix B
3. Questionnaire for general adult women, Appendix C

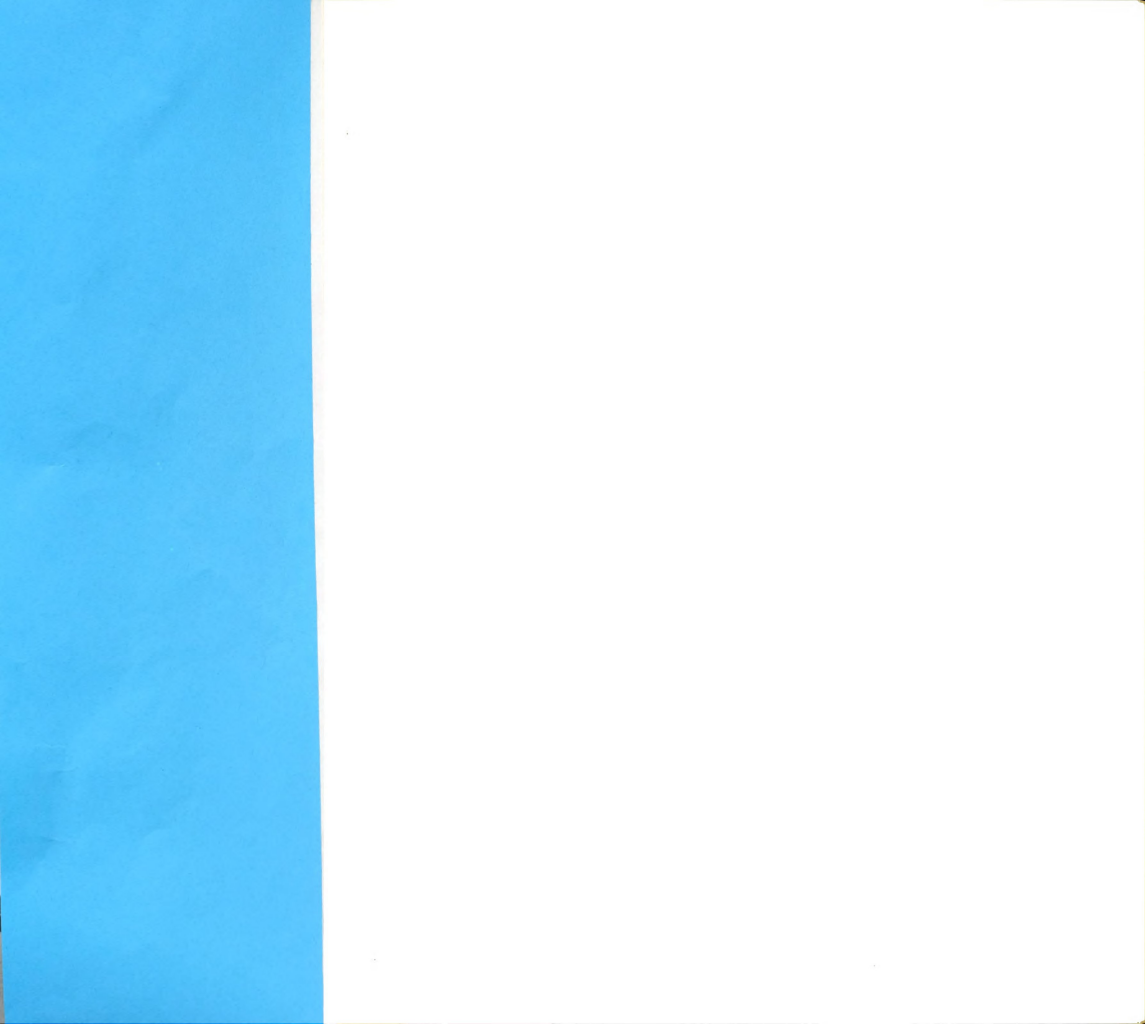
4. Cooperative School College Ability Test
5. Scholastic Aptitude Test of the College Entrance Examination Board
6. Kuder DD Survey of Occupational Interests
7. Edwards Personal Preference Schedule
8. Structured interview for adult coeds, Appendix D
9. Structured interview for the adult women who are not students, Appendix E.

The average age of Group A was thirty-six years; Group B, thirty-eight years; and Group C, forty-eight years. In contrast to Groups A and B, Group C included a number of women over sixty years of age, two-thirds of whom indicated no interest in returning to school.

The marital status of all three groups was quite similar--69 percent of Group A, 69 percent of Group B, and 71 percent of Group C were married.

The educational level of all the individuals included in the study was well above the national population educational level. Fifty-two percent of the adult coeds, 51 percent of the adult women not currently enrolled, and 47 percent of the group of general adult women had acquired more than a high school education. The comparable percentage for the national population of women is 16.3 percent.

Women in all three groups were found to have been employed at one time, in a variety of occupations from unskilled to professional, with nursing and teaching being



the most frequent professional occupations. Less than half the women in Groups A and B were presently employed. Members of all three groups were involved in volunteer work, usually in connection with a church or a service organization.

The husbands of the women in Groups A and B were found to average three years older than their wives.

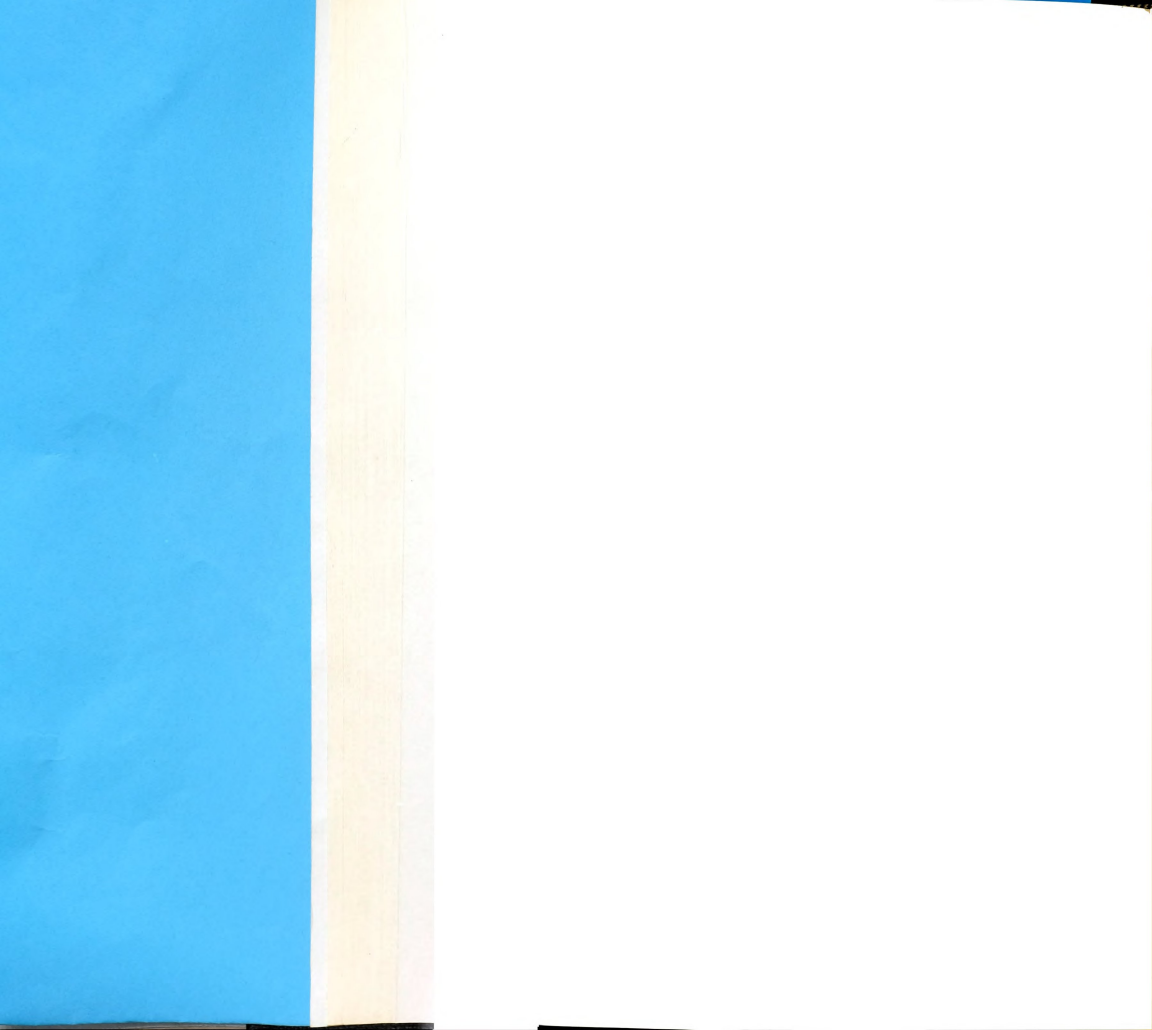
The educational level of the husbands was very high. In Group A, 88 percent of the husbands had more than a high school education; in Group B, 76.5; the national population of men having more than a high school education is 22.7 percent.

The income level of all husbands was also high. Less than 10 percent had incomes of less than \$9,000 per year while 20 percent had incomes in excess of \$20,000 per year.

All three groups of women were asked to rate their degree of satisfaction with their roles in life. Seventy-three percent of Group A, 61 percent of Group B, and 88 percent of Group C indicated at least some degree of satisfaction.

The academic ability of the adult coeds and the adult women who are not students was compared but no significant difference was found.

The only personality variable which demonstrated a significant difference was achievement need, and that difference was not in the hypothesized direction. The adult women



who are not students exhibited higher achievement needs than did the adult coeds.

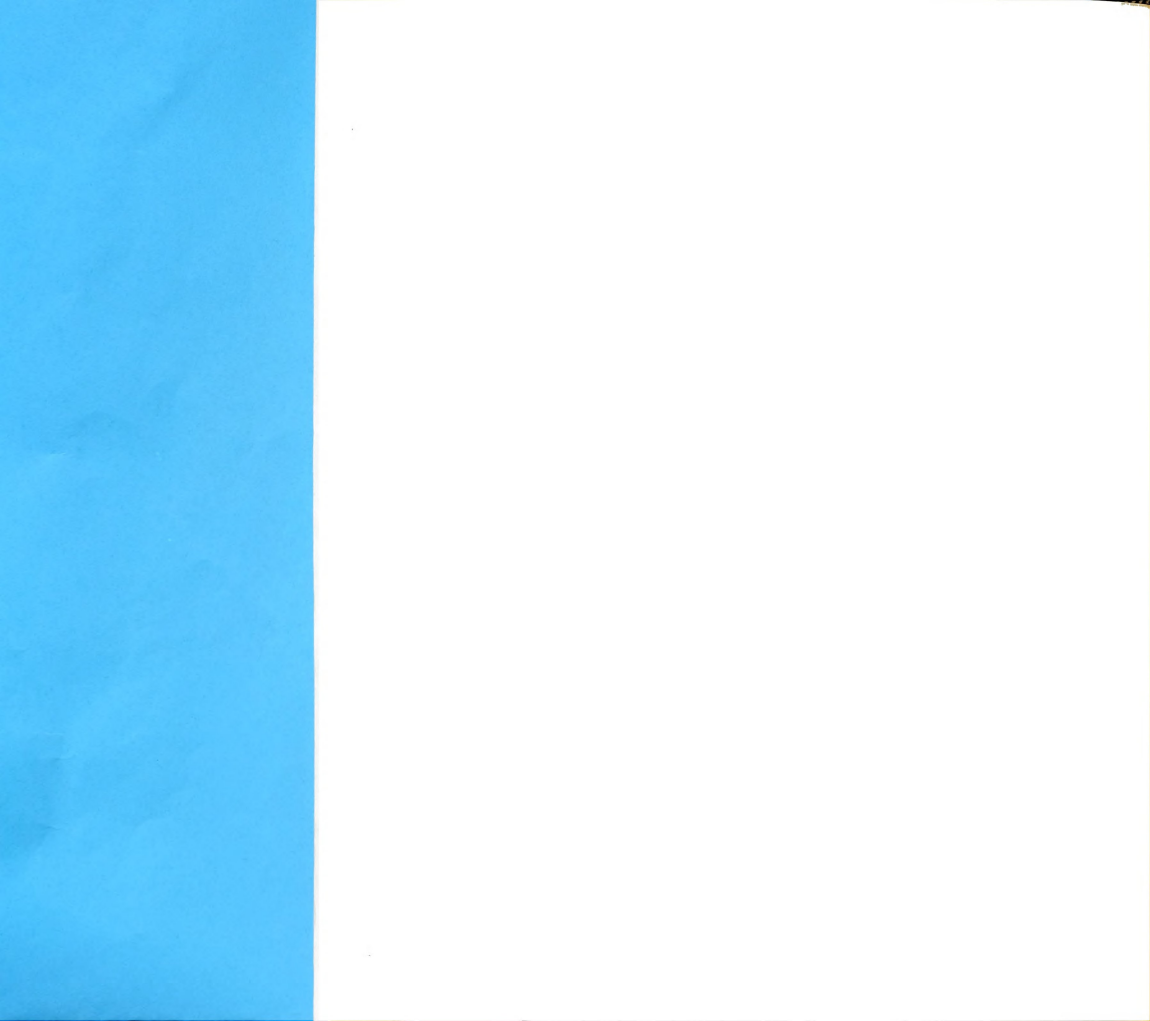
Occupational interests of the adult coeds and of the adult women who are not students were significantly different. The study revealed that adult coeds have a greater interest in occupations requiring a college education than did the women of the other group.

Individuals in both Groups, A and B had entered college after high school but had been unable to finish. They listed marriage, lack of finances, and the necessity to work as the principal reasons for discontinuing their education.

The families had reacted in a favorable manner when the adult coeds returned to school, and the other women would anticipate a similar favorable reaction if they decided to continue their education. It was found that members of families assisted with household duties to enable the adult coeds to further their studies.

The routine of most of the adult coeds had changed. Hobbies, clubs, and social activities were frequently sacrificed, but many felt they were better able to organize their activities and to use time more wisely. The adult women who are not currently enrolled anticipated problems in scheduling their activities and organizing their school and home responsibilities.

One area of difference was that adult women who are not students were concerned about their ability to compete with today's college students.



The adult coeds had well-defined goals while the goals of the adult women who are not students were not well-defined. The latter group was considering occupations that were less feminine-oriented than those the adult coeds were preparing to pursue.

Many different people and factors influence the adult coeds to return to school. Having returned, they were enjoying their student experiences and felt that they were receiving positive and desirable benefits from continuing their education. The adult coeds believed that most women return to school seeking security and self-fulfillment.

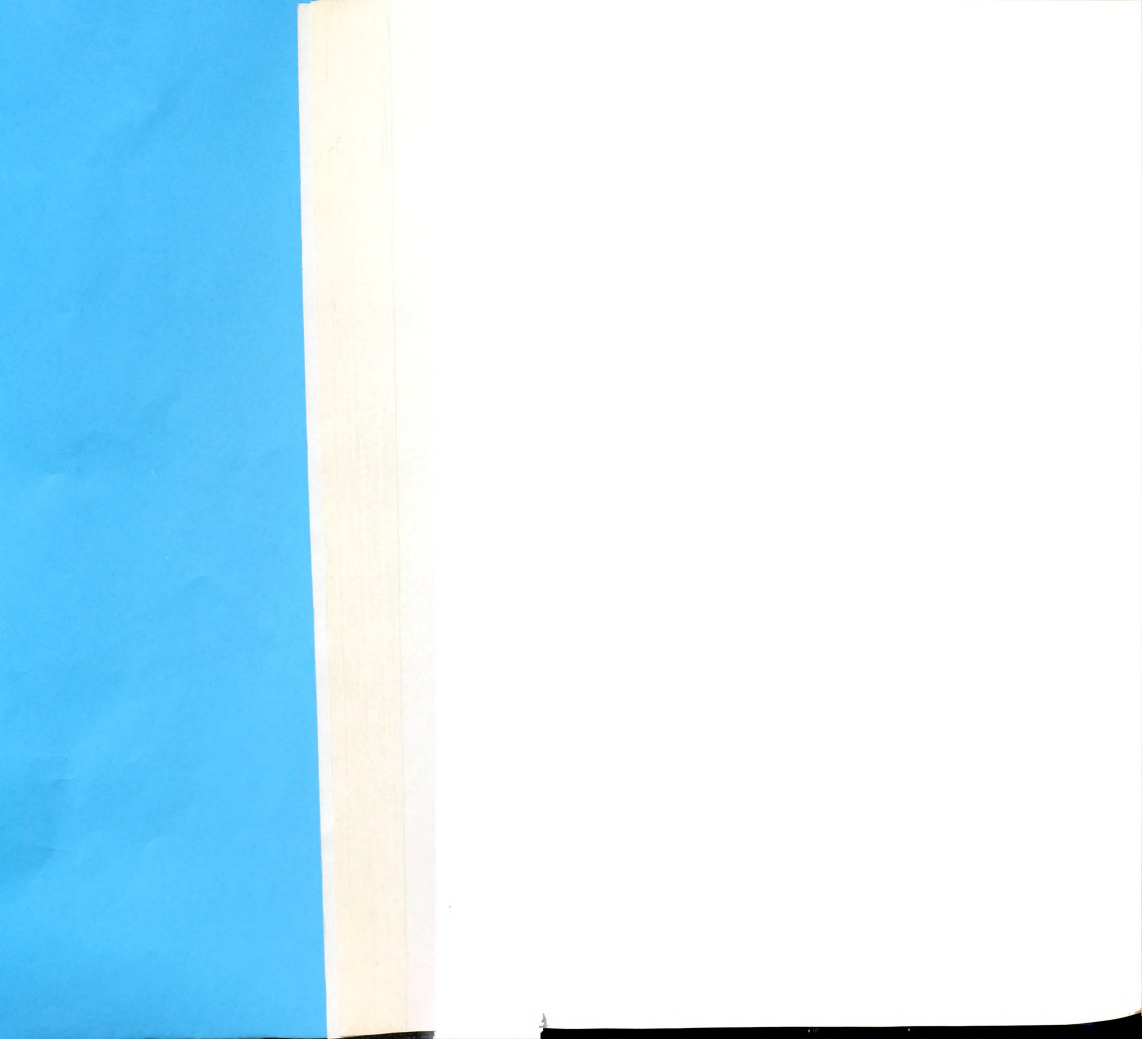
If the women in either group could have changed their lives, most would have had more education. The future seemed to be more definite to the adult coed than to the adult woman who is not a student.

When questioned about the role of the university in helping the woman student, the adult coeds' responses were education oriented while the responses of the adult women who are not students were convenience oriented.

Conclusions

The adult coeds and the adult women who are not students are similar in the areas of age, marital status, educational background, interests in college, and academic ability.

The age of a woman appears to be a factor in whether or not she is interested in returning to college. The adult coeds and the adult women who are not students were younger

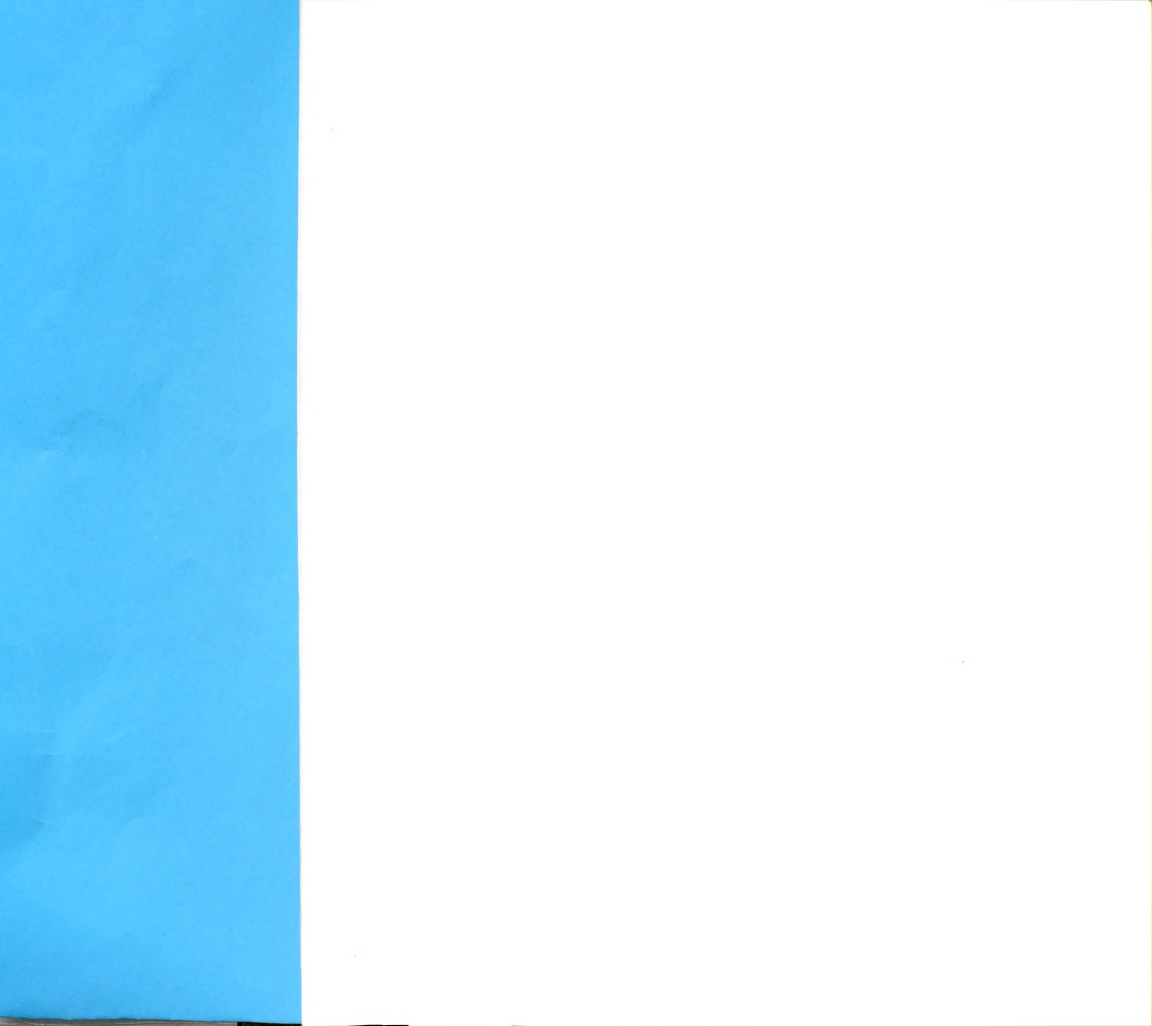


than the general adult group who could have volunteered for the testing and counseling program but did not do so.

Both Groups, A and B have the academic ability to pursue a college education. All of the women in Group A were successful students while many of those in Group B were concerned about their ability to function at the college level. Perhaps, if the adult women who are not students were to return to school and achieve some degree of academic success, they would find this fear alleviated.

The adult coeds and the adult women who are not students differ in the areas of achievement needs and occupational interests. The adult women who are not students had significantly higher achievement needs than did the adult coeds. Perhaps the women who are students feel they are achieving and the need to achieve is not important. If the adult women who are not students returned to school, perhaps their achievement need would be lower.

The occupational interests of Group A were in positions that require a college education while the interests of Group B were in occupations that did not require a college education. It would appear that occupational interests may ultimately play the decisive role in determining whether or not a woman returns to a college campus.



Recommendations for Counselors
of Girls and Women

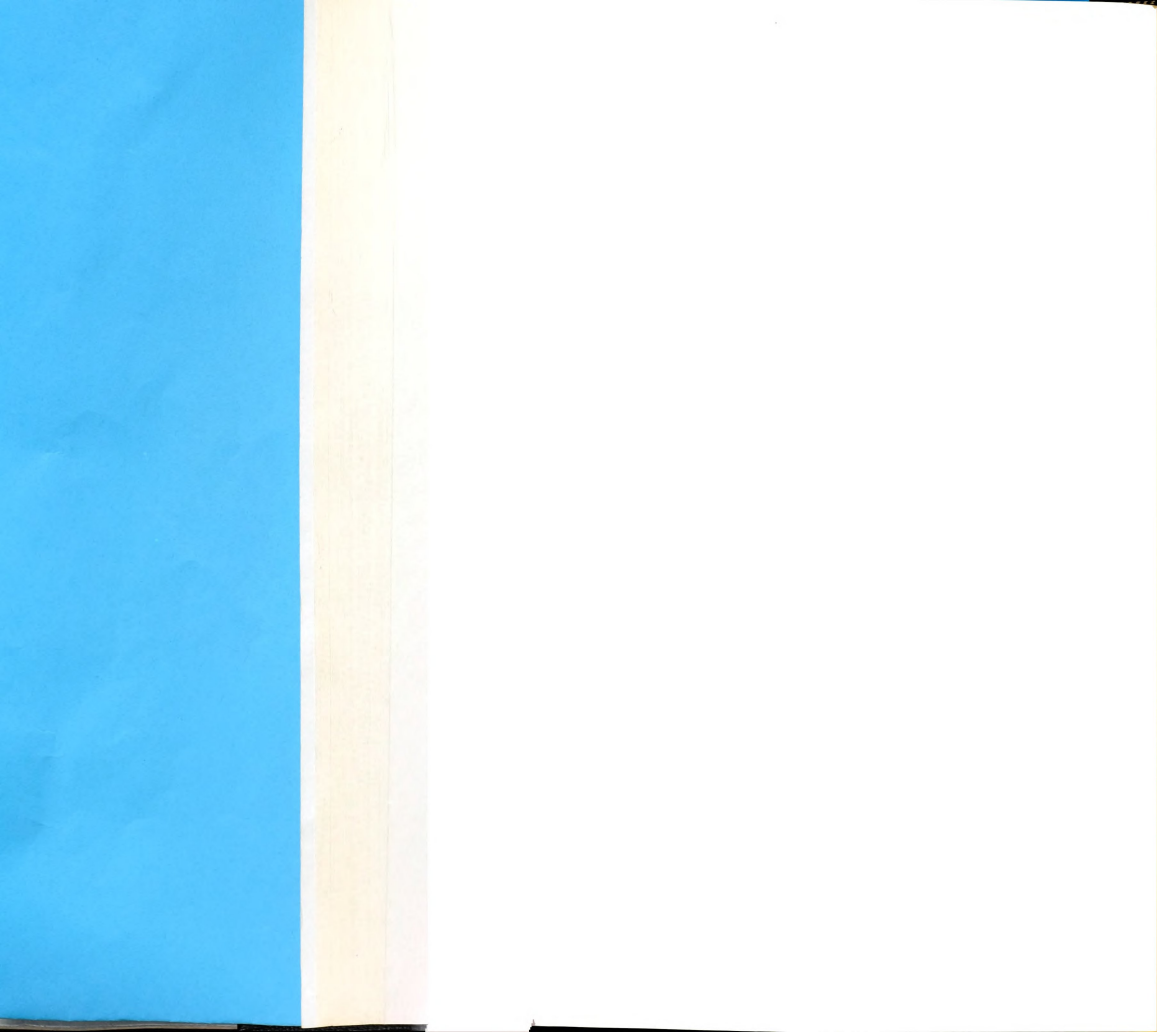
The results of this study made possible certain recommendations for those who work with women of any age:

1. Counselors should be able and in a position to help young women make long range plans for their education.
2. Counselors should be able to deal with women as individuals, realizing they have special interests, concerns, and abilities.
3. Counselors should be well informed about available programs in their communities and the possibilities for financial aids for mature students.

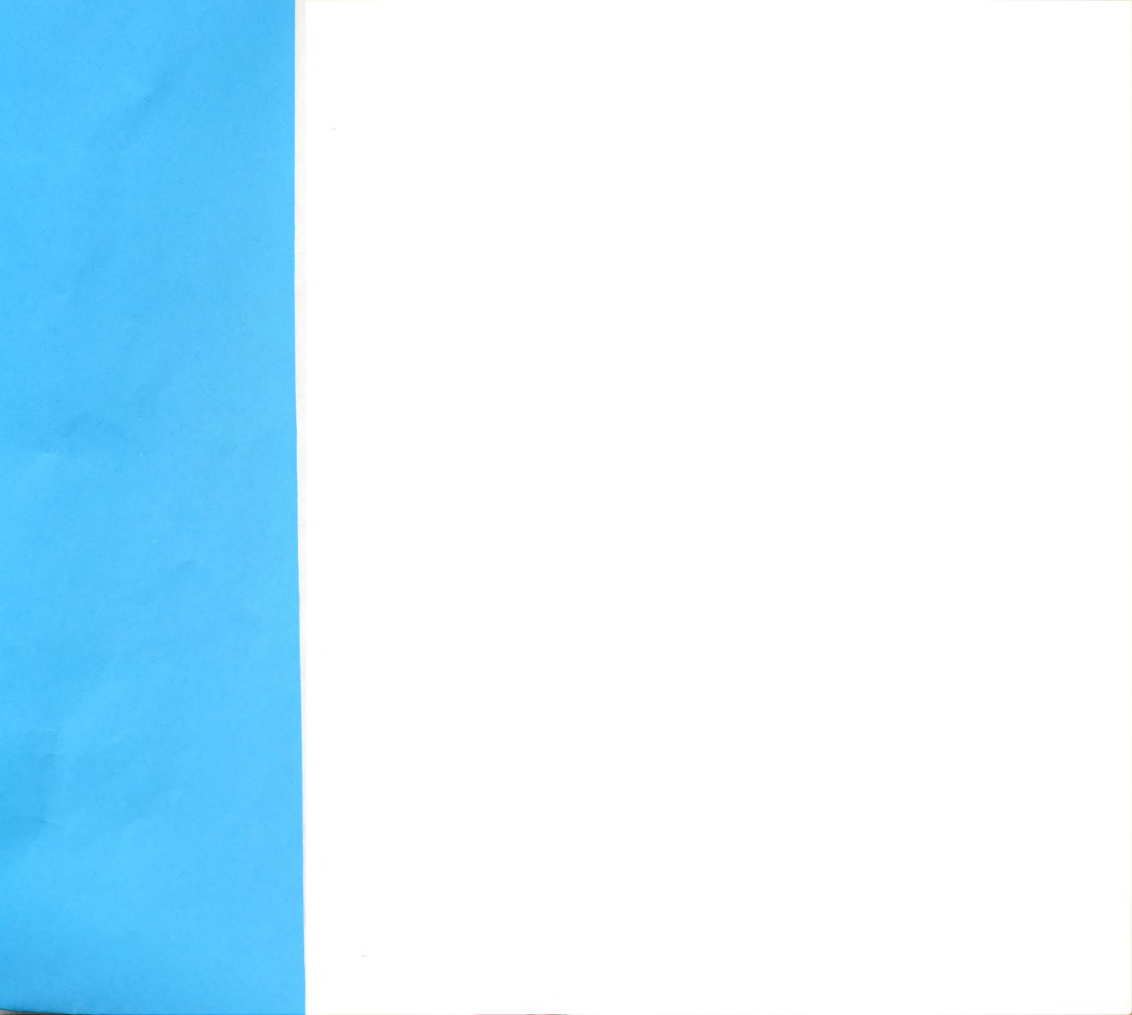
Recommendations for Purdue University,
Fort Wayne, Indiana

The recommendations for Purdue University are those which resulted from this study and, if implemented, could facilitate the education of adult women in the Fort Wayne community. These suggestions fall into three broad categories; namely, academic, service, and administrative, and are:

1. Explore the possibilities of expanding present curricula.
2. Make available remedial classes for returning students who have been away from formal education for an extended period of time.



3. Maintain a continuing study of the weaknesses in clinical and laboratory facilities.
4. Explore possibilities of specialized classes in science and mathematics for various curricula.
5. Constantly strive to increase graduate offerings.
6. Explore possibilities of a program in nursing education leading to a baccalaureate degree.
7. Be constantly aware of the needs of the community and, when necessary, offer seminars to help employed women and women contemplating employment become apprised of new materials in their respective areas.
8. Encourage closer faculty-student relationships.
9. Explore the possibility of more small group discussion classes.
10. Study the possibilities of the financial aids offered, with specific regard to age and part-time student restrictions.
11. Inform prospective students of the availability of financial aid.
12. Explore the possibility of increased service in the areas of counseling and academic advising.
13. Assess the need for a nursery school or a child care center.
14. Offer a testing and counseling program, on a continuing basis, for interested people of the community.
15. Expand, whenever possible, the course offerings in the evenings.

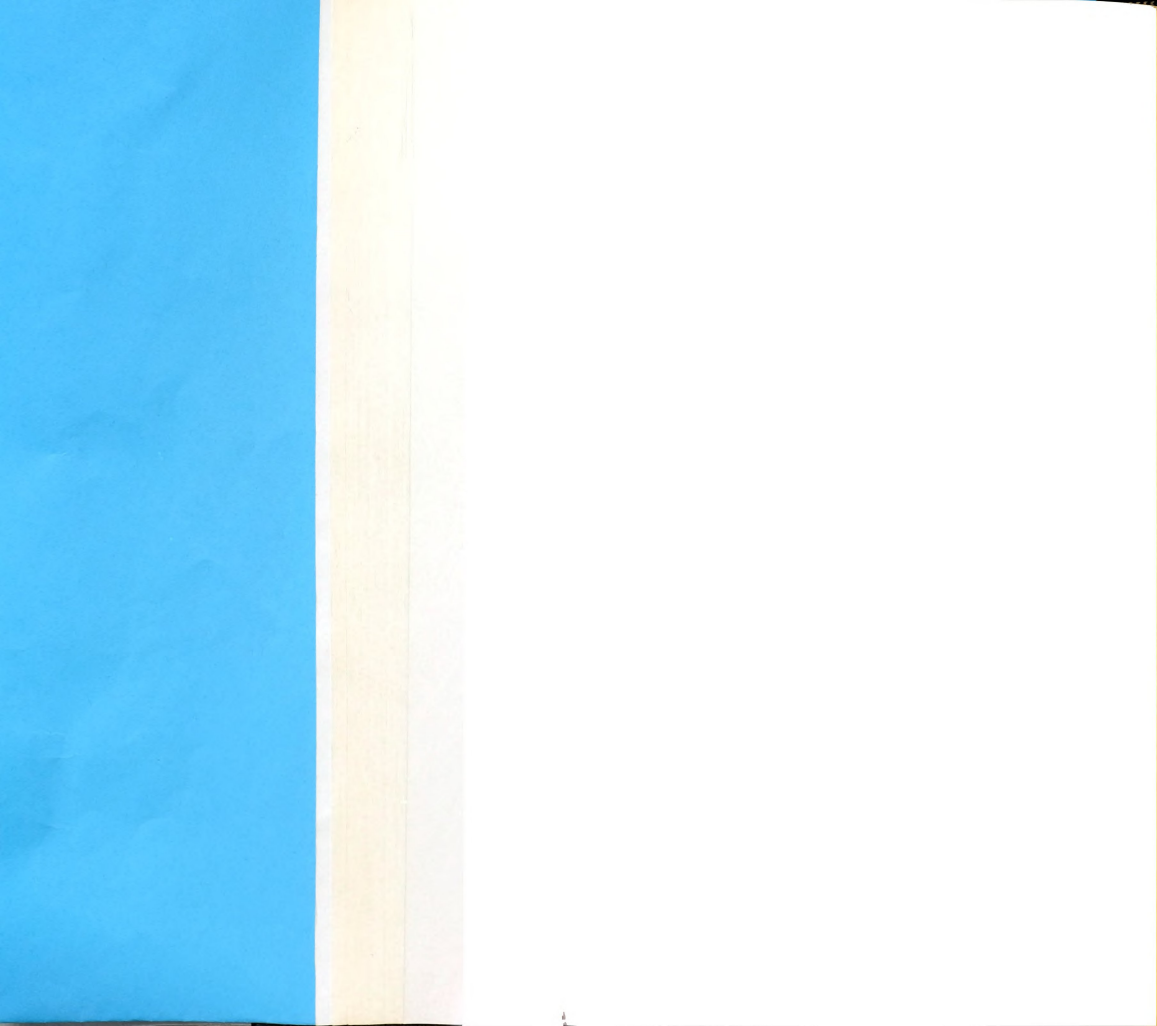


16. Consider offering classes which would meet once a week for two or three hour blocks of time.
17. Allow greater flexibility in requirements for older students.

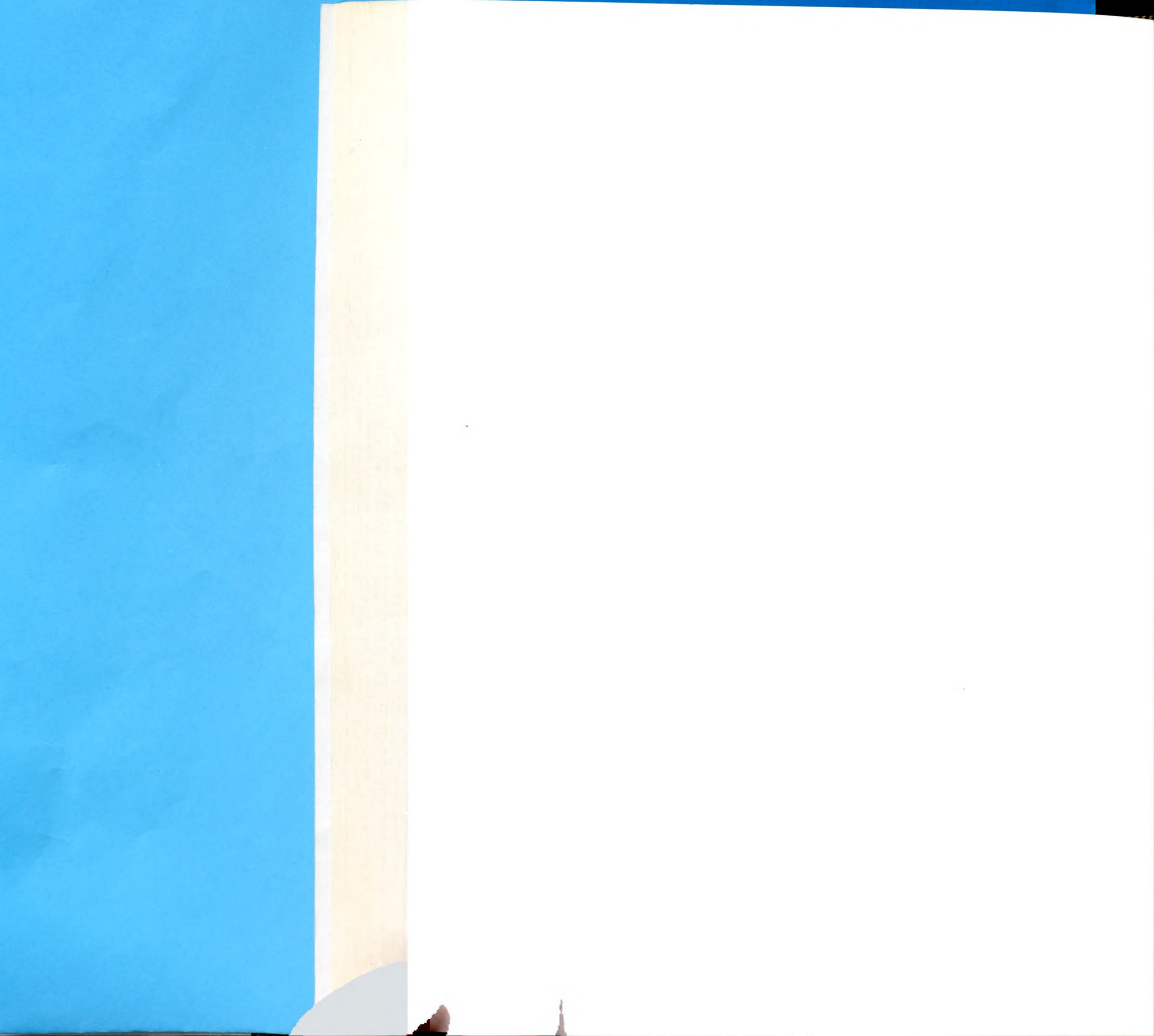
Recommendations for Future Research

Research such as this answers some questions but leaves others unanswered and creates still further topics for future research. Some problems yet to be explored suggests the following possibilities:

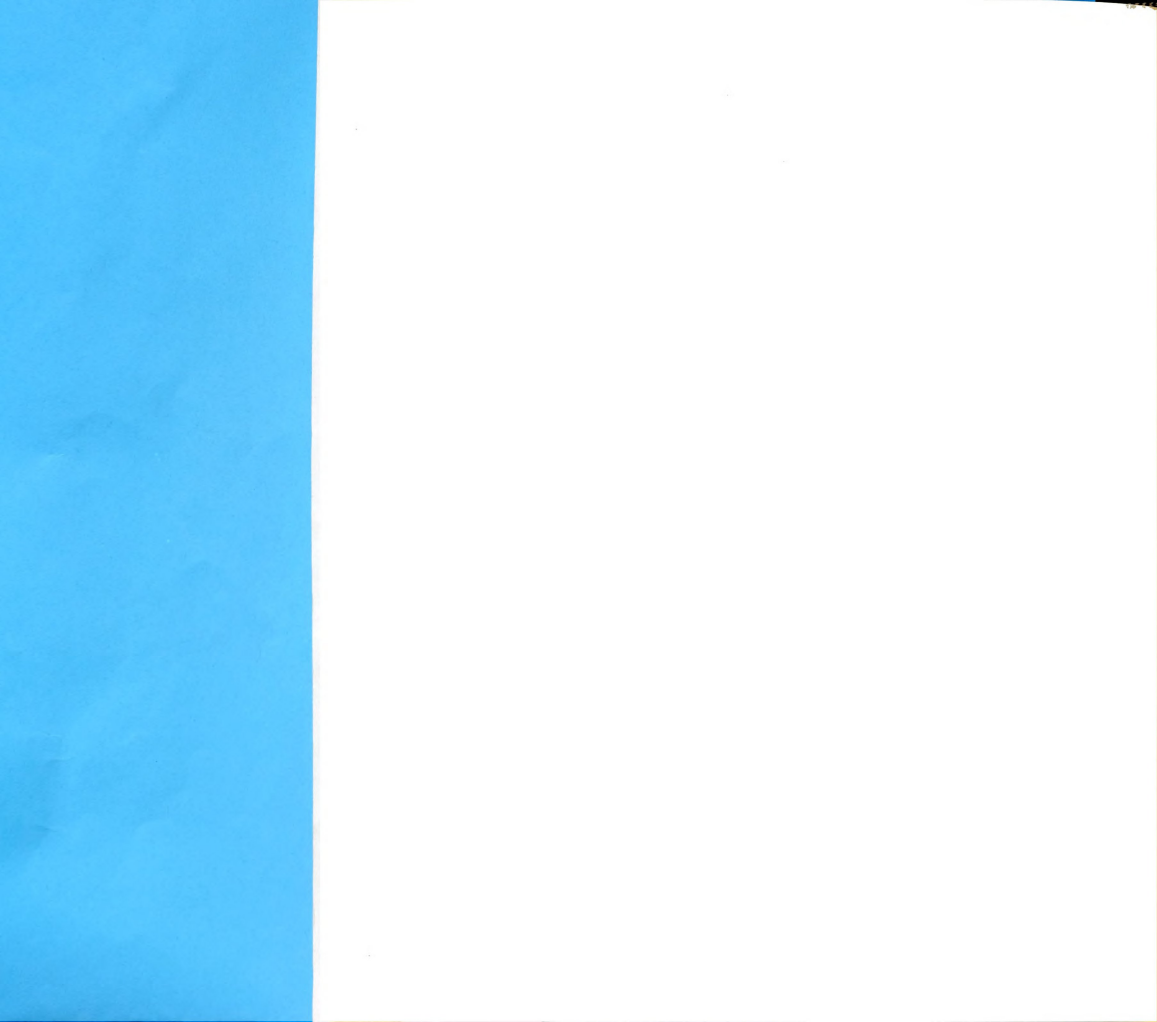
1. Maintain contact with the group of adult women students to determine whether or not they achieve their goals in education and employment.
2. Follow-up the group not currently enrolled as students to determine whether or not they return to continue their education and whether or not they persist in their less feminine occupational interests.
3. Maintain contact with the adult women who are not students who decide to return to school, to determine whether or not their achievement needs and occupational interests change significantly.
4. Study the families of the adult coeds and the adult women who are not students to determine the accuracy of their perceptions regarding their families.



5. Replicate the study at a different university and section of the country to see if Purdue coeds are typical of other adult coeds.
6. Develop a similar study, using as subjects adult males who are returning to education after some time away from the university, for purposes of comparison with this research.

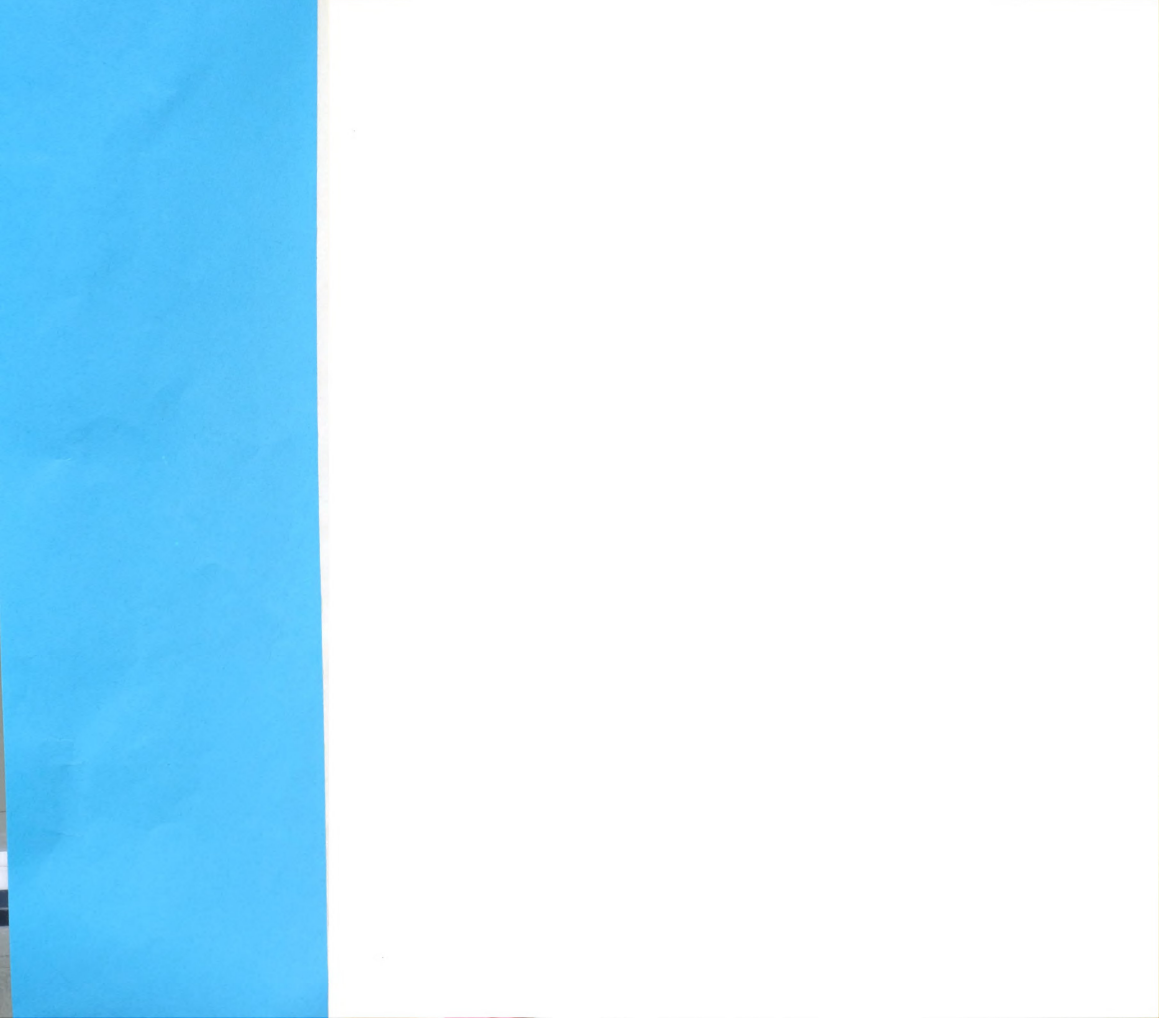


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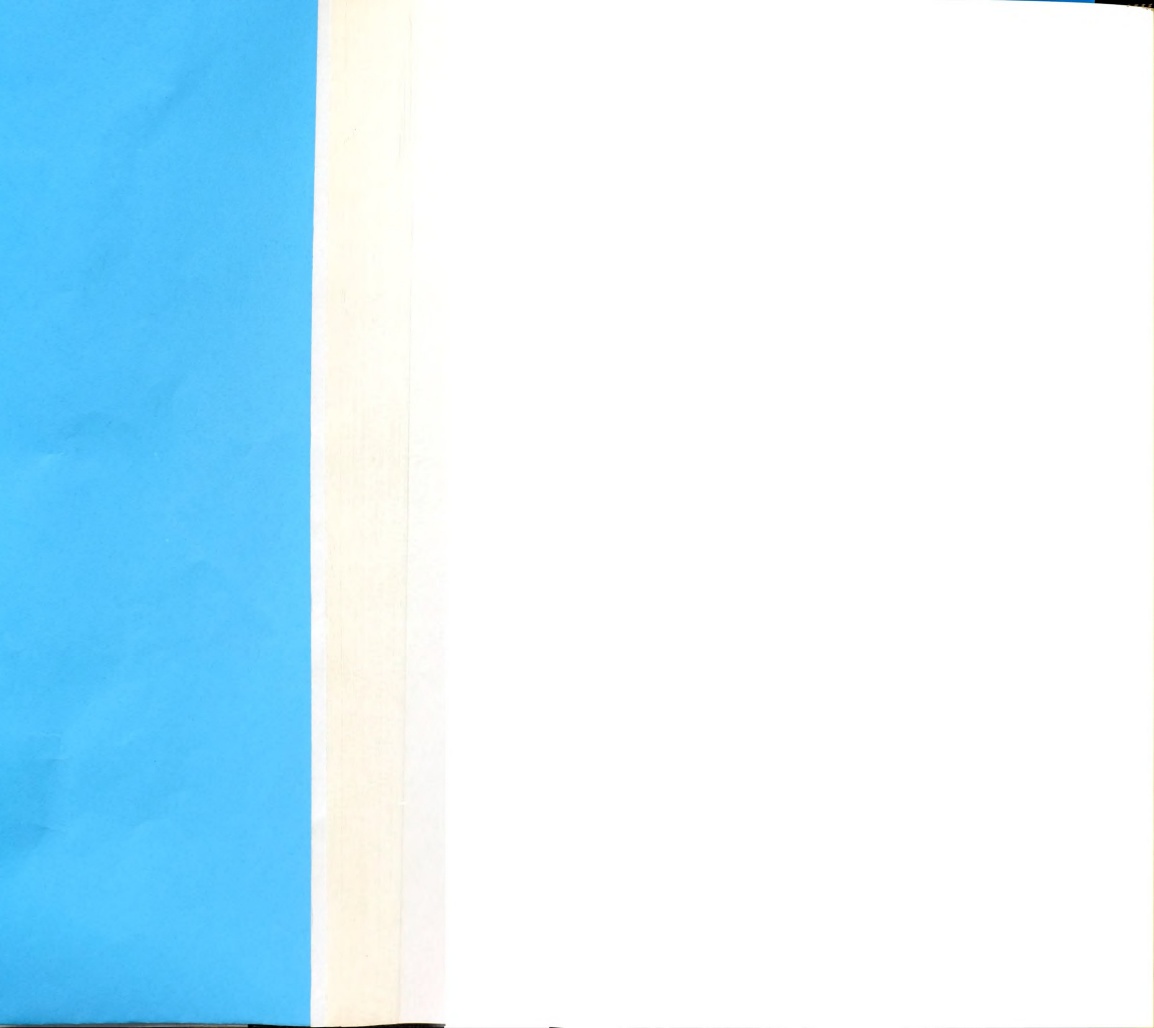


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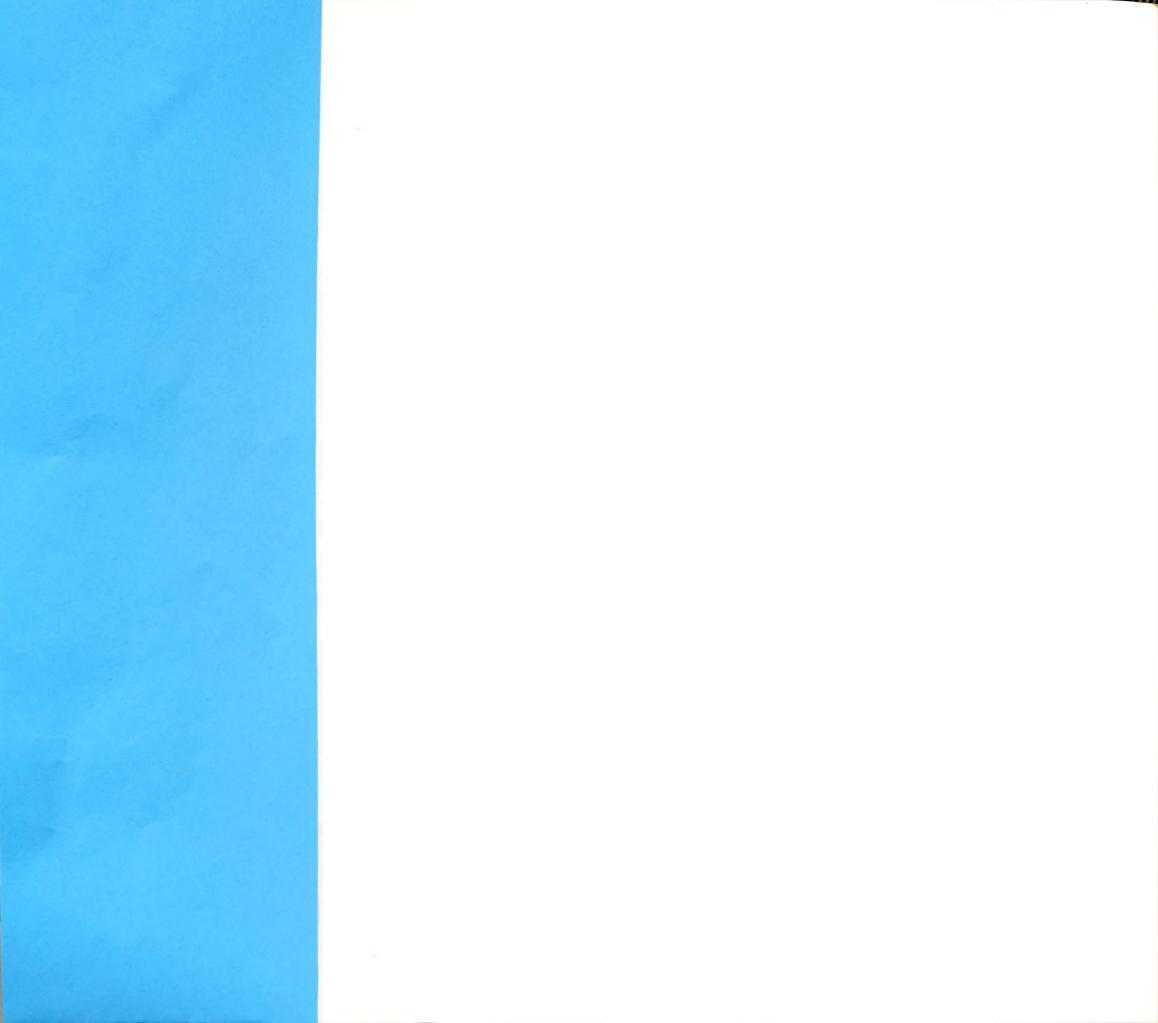
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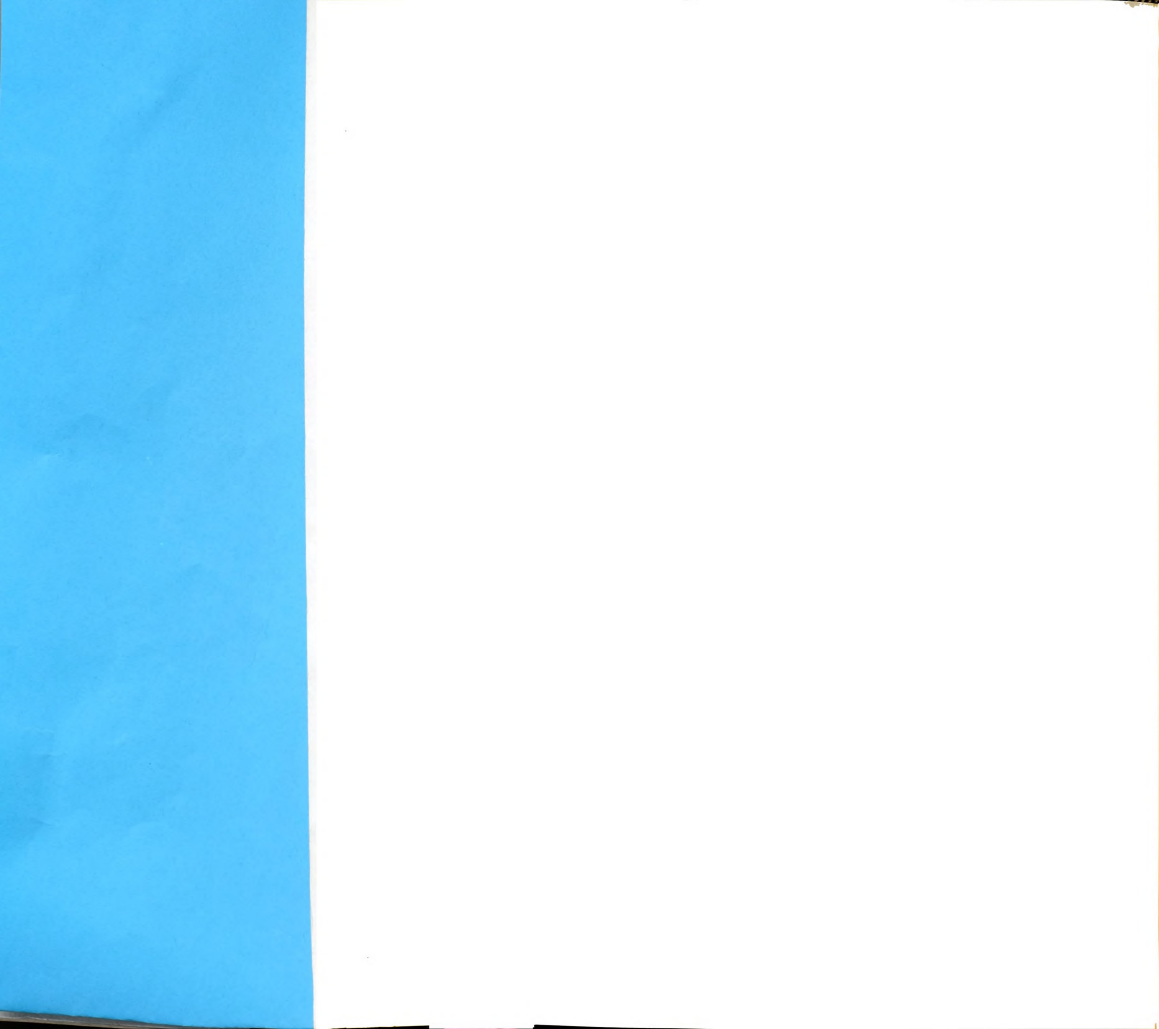
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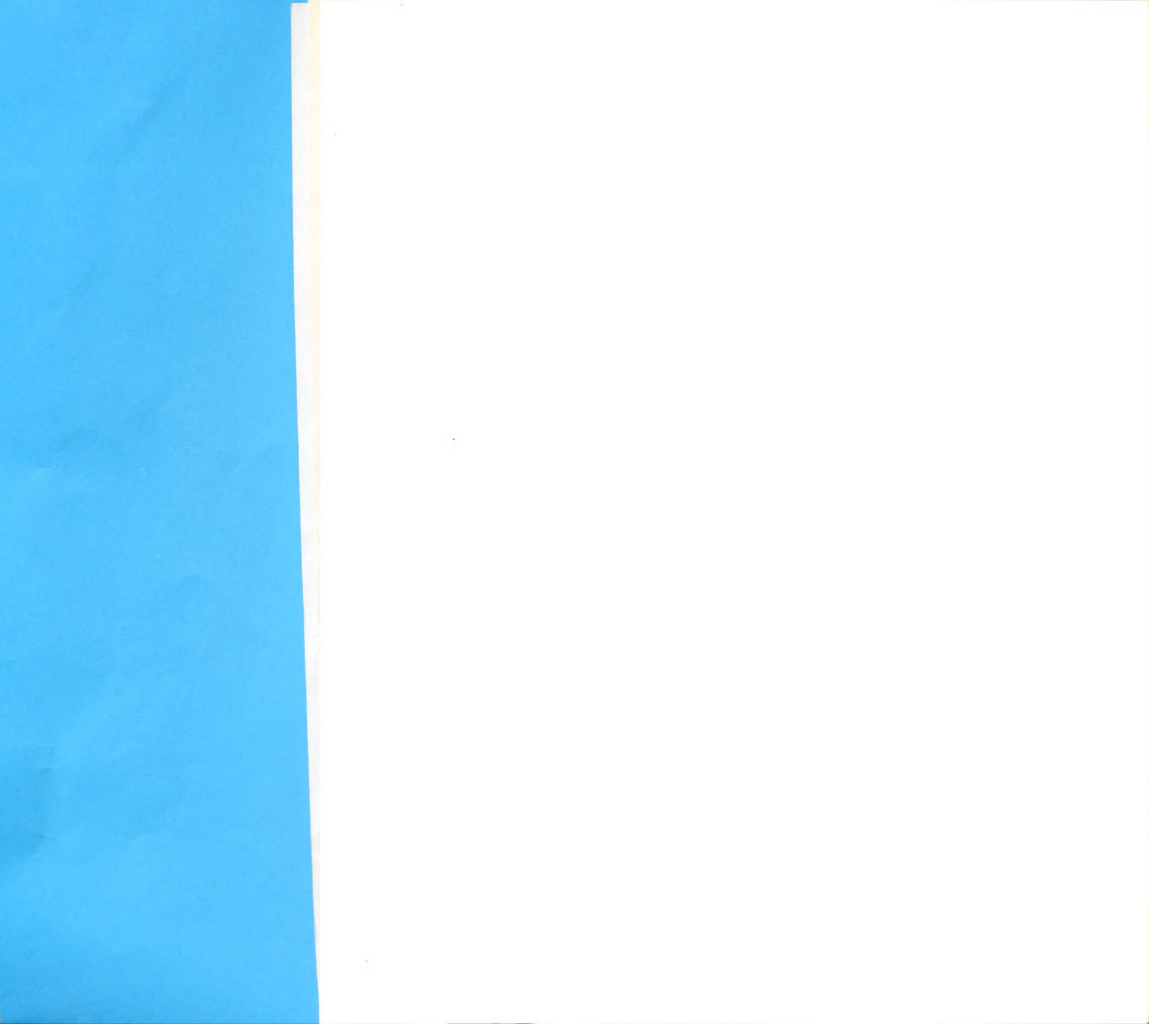
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APPENDICES

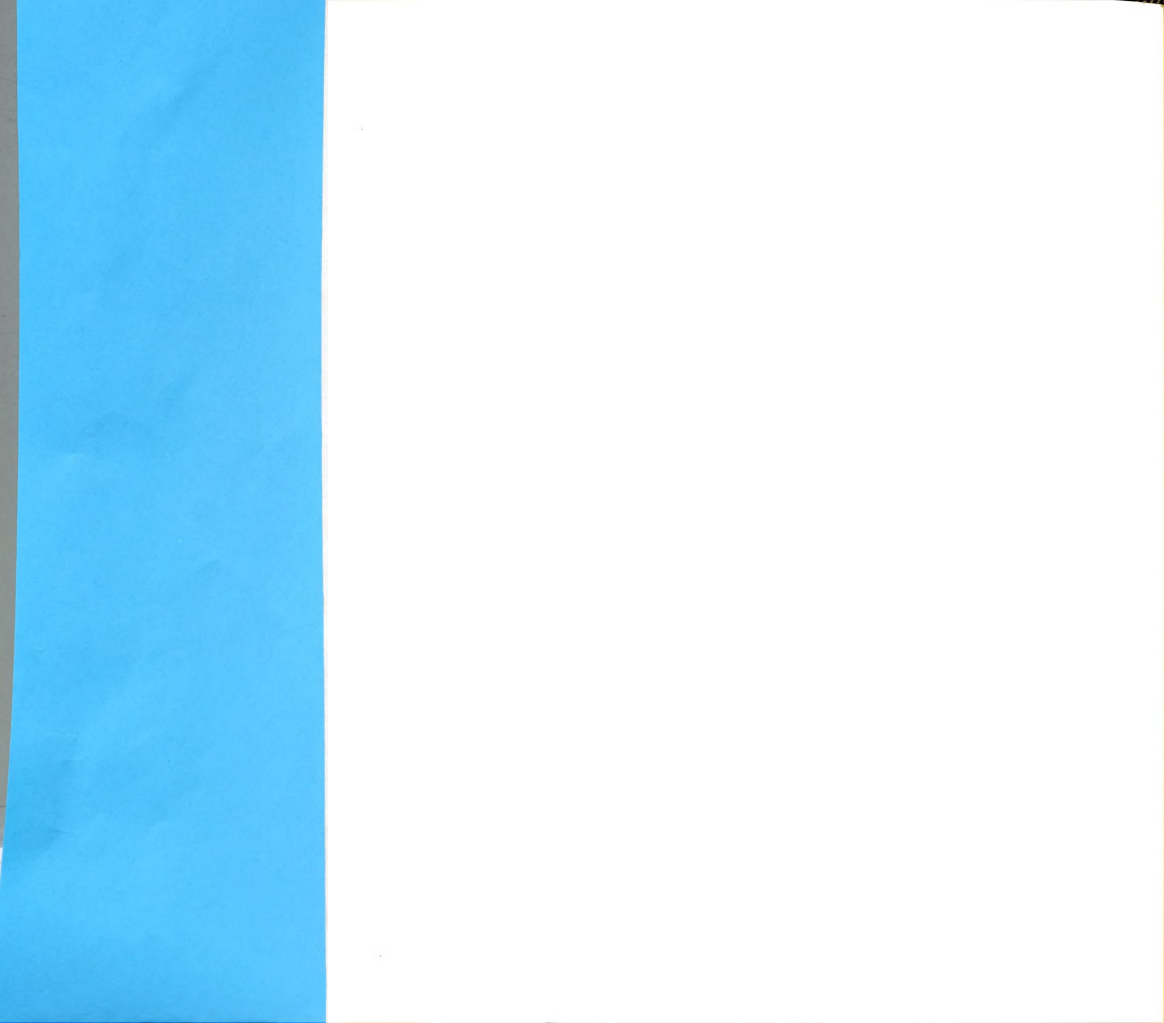


APPENDIX A

QUESTIONNAIRE FOR THE ADULT COED

1. Age: 25-29 _____ 40-44 _____ 55-59 _____
 30-34 _____ 45-49 _____ 60-64 _____
 35-39 _____ 50-54 _____ 65 and over _____
2. Marital Status:
 Married _____ Separated _____
 Divorced _____ Single _____
 Widowed _____
3. Educational Background (previous to this return to school):
 Less than high school graduate _____
 High school graduate _____
 More than a year but less
 than a bachelor's degree _____
 Associate degree _____
 Other vocational education after high school _____
 (ex-business school, beauty school, nurses
 training--please specify)
4. Work Experience (previous jobs):

<u>Job Title</u> <u>or Type</u>	<u>Employer</u>	<u>Full or</u> <u>Part time</u>	<u>Dates</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Present Employment:

Are you currently employed? _____

<u>Job Title</u> <u>or Type</u>	<u>Employer</u>	<u>Full or</u> <u>Part Time</u>	<u>Dates</u>
_____	_____	_____	_____

Volunteer Activities (include church and community service):

<u>Type of Work</u> <u>or Activity</u>	<u>Organization</u>	<u>Approximate</u> <u>Hours Worked</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Are you satisfied with your present employment? (be it employment, housewife or other)

Very satisfied _____

Satisfied _____

Neither satisfied nor dissatisfied _____

Dissatisfied _____

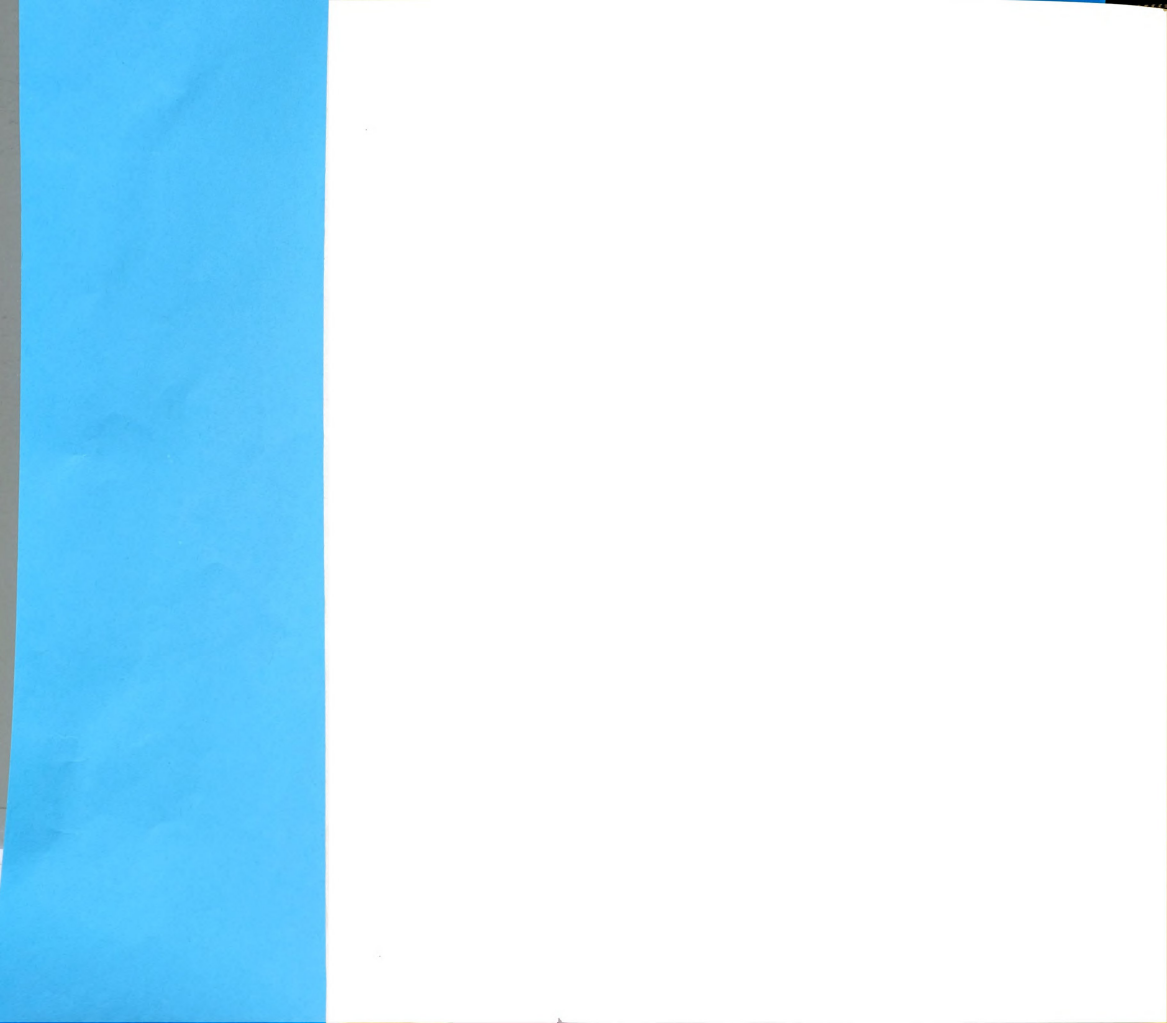
Very dissatisfied _____

If you are married; please answer questions 6, 7, and 8.

6. Husband's age: 25-29 _____ 40-44 _____ 55-59 _____
 30-34 _____ 45-49 _____ 60-64 _____
 35-39 _____ 50-54 _____ 65 and over _____

7. Husband's occupation:

<u>Job Title or Type</u>	<u>Employer</u>
_____	_____



Husband's approximate salary:

Less than \$4,000 per year_____

\$4,000 to \$8,999_____

\$9,000 to \$13,999_____

\$14,000 to \$19,999_____

\$20,000 and above_____

8. Husband's Educational Background:

Less than high school graduate_____

High school graduate_____

One year of college_____

More than one year of college but less than a degree_____

Associate degree_____

Bachelor's degree_____

Graduate work_____

Graduate degree_____

Other vocational education after high school (please specify)

If you have children, please answer question 9.

9. Number of children_____

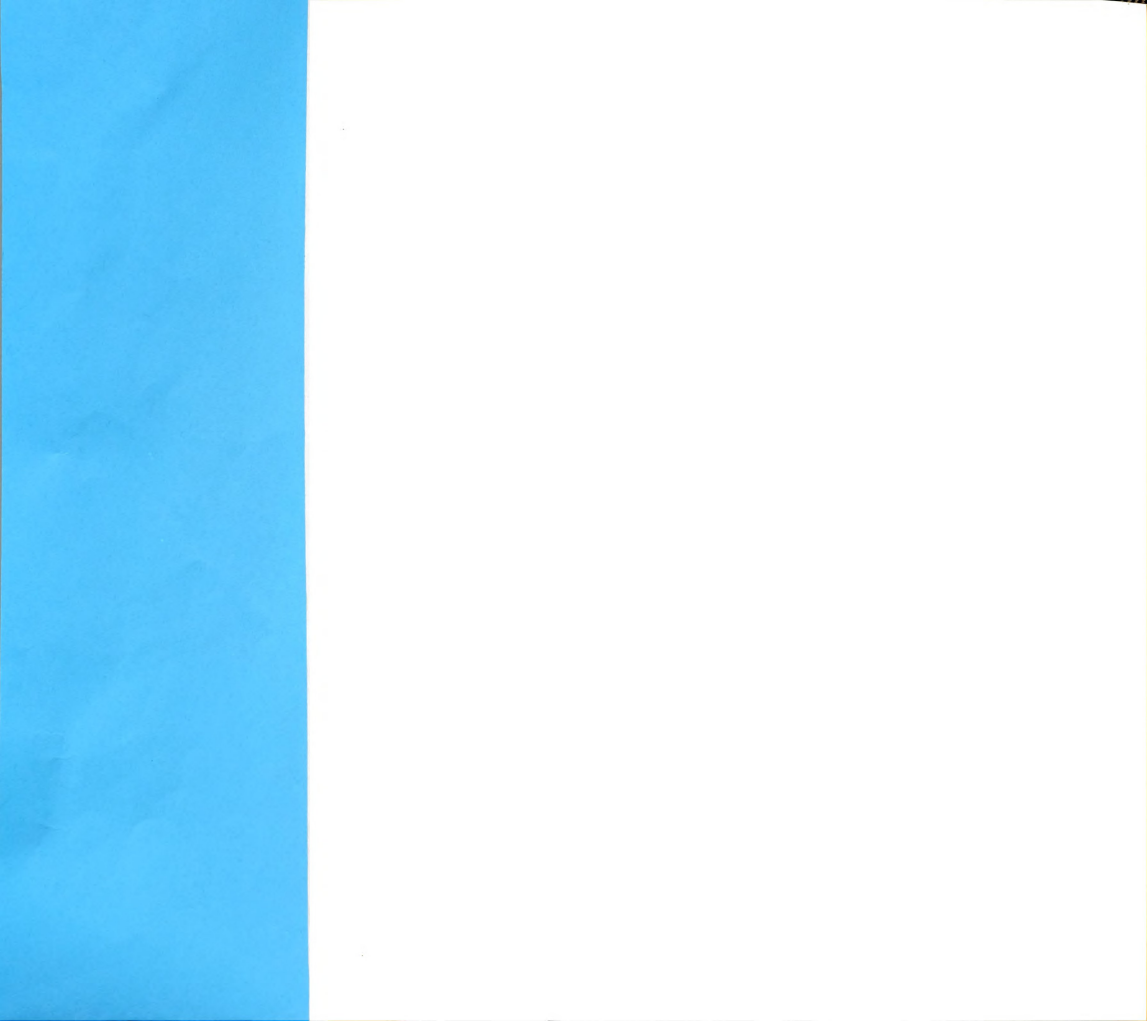
Ages of children_____

10. Who, if anyone, influenced your return to school?

11. Who did you talk to when you returned to school?

12. Did you take tests?_____

13. How many credits have you earned since you returned to school?



APPENDIX B

QUESTIONNAIRE FOR THE ADULT WOMEN WHO ARE NOT STUDENTS

1. Age: 25-29 _____ 40-44 _____ 55-59 _____
 30-34 _____ 45-49 _____ 60-64 _____
 35-39 _____ 50-54 _____ 65 and over _____

2. Marital status:

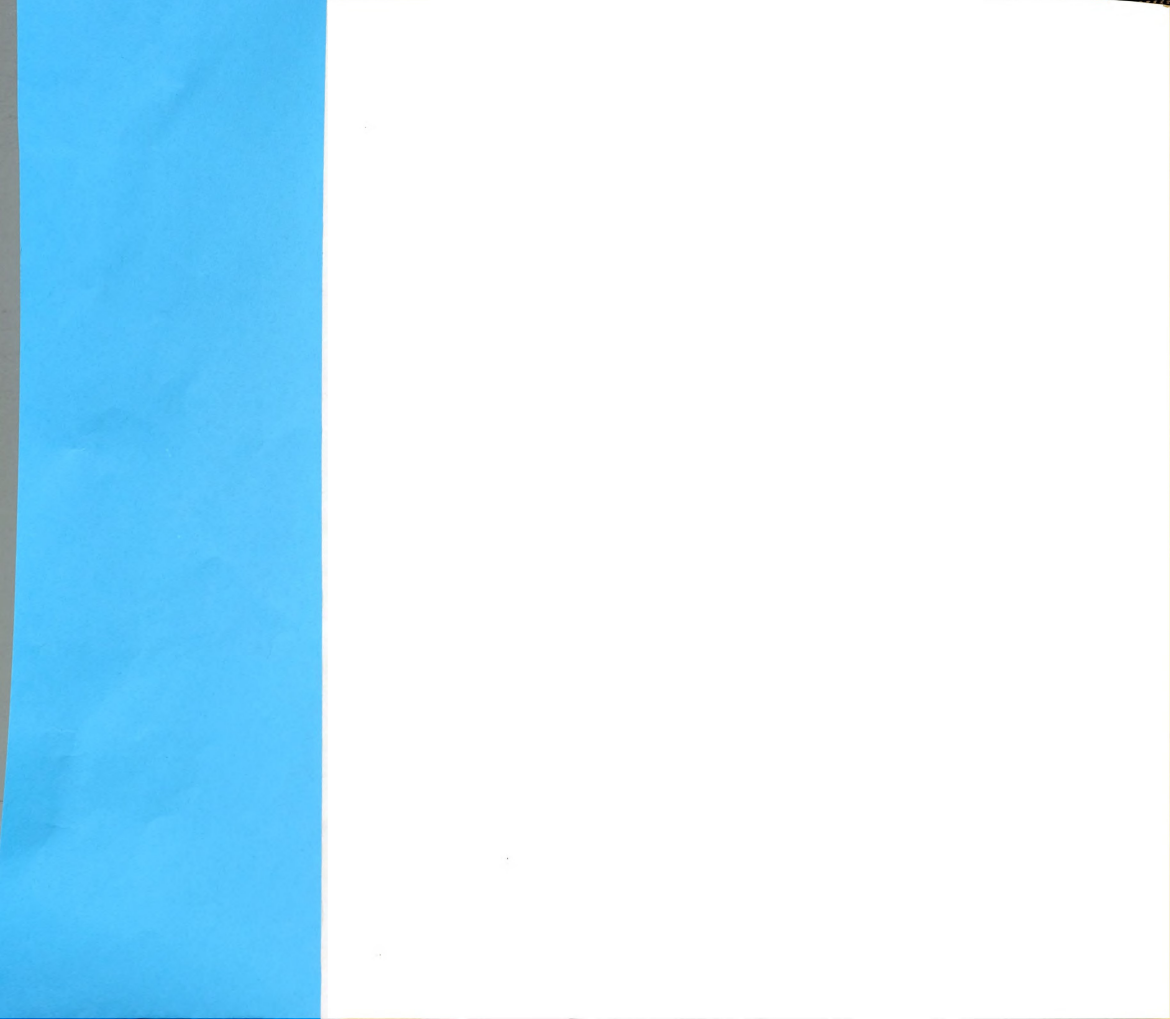
Married _____ Separated _____
 Divorced _____ Single _____
 Widowed _____

3. Educational Background (check highest attainment):

Less than high school graduate _____
 High school graduate _____
 One year of college _____
 More than a year but less
 than a bachelor's degree _____
 Associate degree _____
 Other vocational education after high school _____
 (ex-business school, beauty school, nurses
 training--please specify)

4. Work Experience (previous jobs):

<u>Job Title</u> <u>or Type</u>	<u>Employer</u>	<u>Full or</u> <u>Part Time</u>	<u>Dates</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Present Employment:

Are you currently employed?_____

<u>Job Title</u> <u>or Type</u>	<u>Employer</u>	<u>Full or</u> <u>Part Time</u>	<u>Dates</u>
------------------------------------	-----------------	------------------------------------	--------------

Volunteer Activities (include church and community service):

<u>Type of Work</u> <u>or Activity</u>	<u>Organization</u>	<u>Approximate</u> <u>Hours Worked</u>
---	---------------------	---

Are you satisfied with your present employment? (be it employment, housewife, or other)

Very satisfied_____

Satisfied_____

Neither satisfied nor dissatisfied_____

Dissatisfied_____

Very Dissatisfied_____

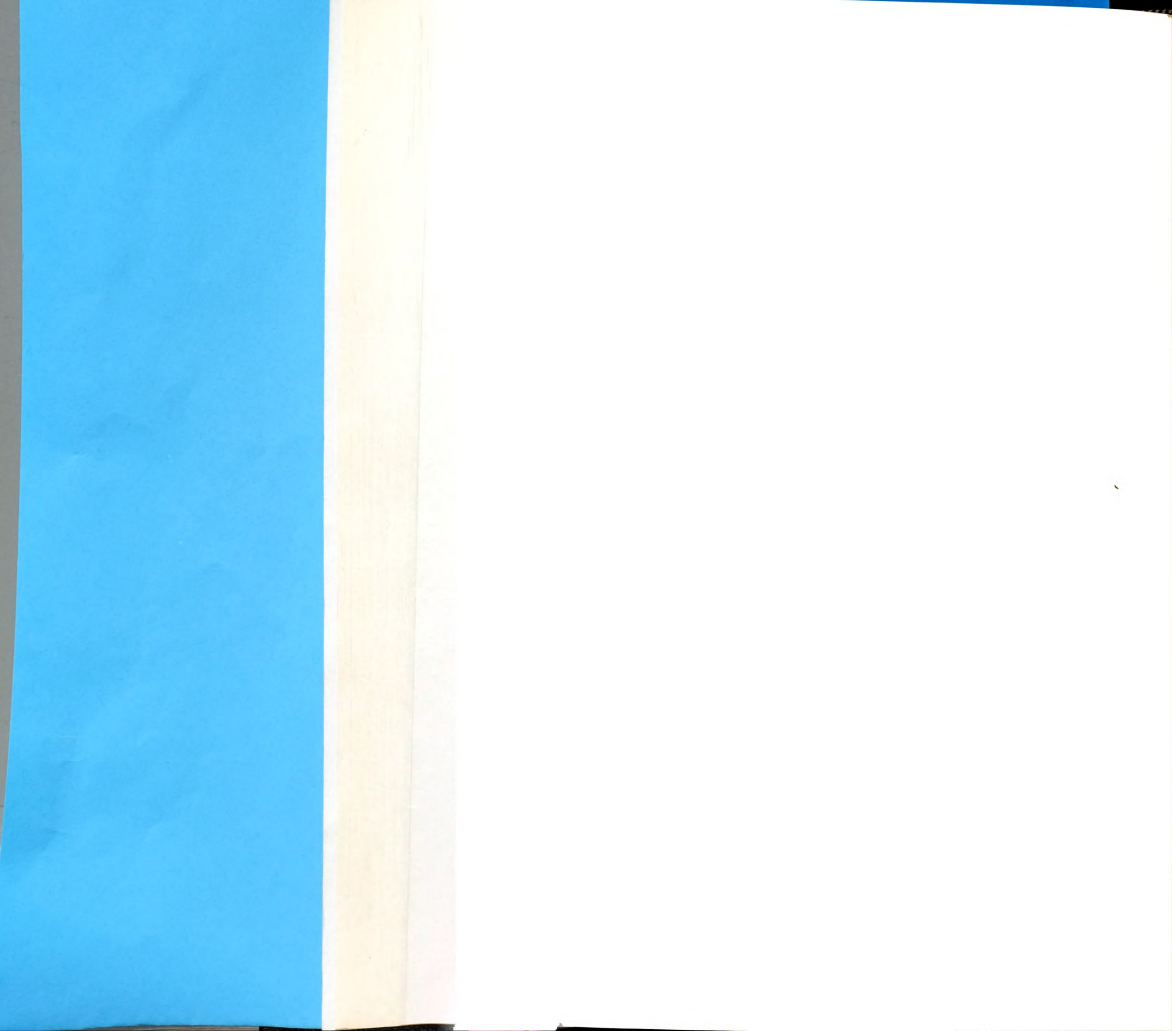
If you are married, please answer questions 5, 6, and 7.

5. Husband's age: 25-29_____ 40-44_____ 55-59_____
- 30-34_____ 45-49_____ 60-64_____
- 35-39_____ 50-54_____ 65 and over_____

6. Husband's occupation:

<u>Job Title or Type</u>	<u>Employer</u>
--------------------------	-----------------





Husband's Approximate Salary:

Less than \$4,000 per year _____

\$4,000 to \$8,999 _____

\$9,000 to \$13,999 _____

\$14,000 to \$19,999 _____

\$20,000 and above _____

7. Husband's educational background:

Less than high school graduate _____

High school graduate _____

One year of college _____

More than one year of college but less than a degree _____

Associate degree _____

Bachelor's degree _____

Graduate work _____

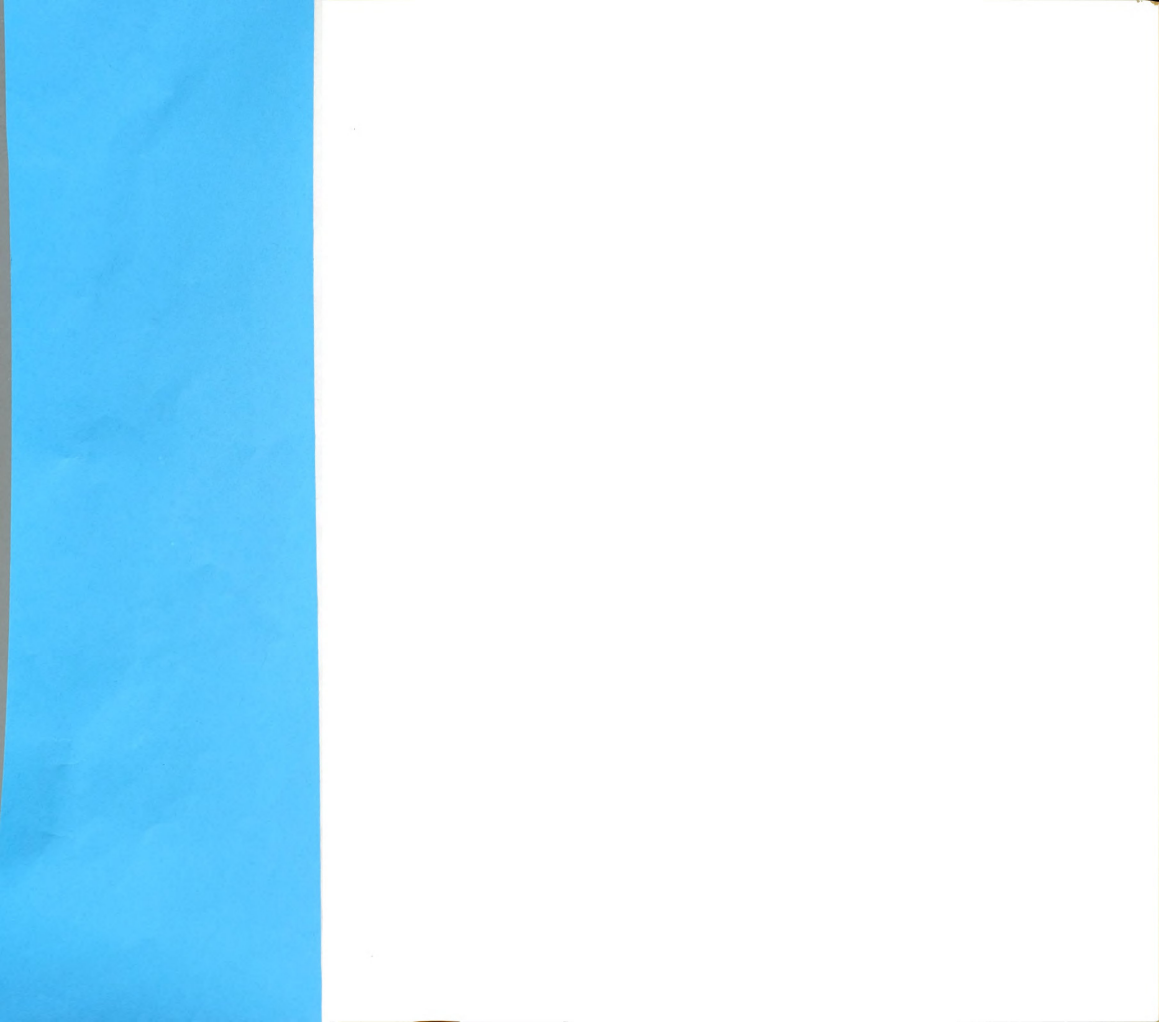
Graduate degree _____

Other vocational education after high school (please specify)

If you have children, please answer question 8.

8. Number of children _____

Ages of children _____



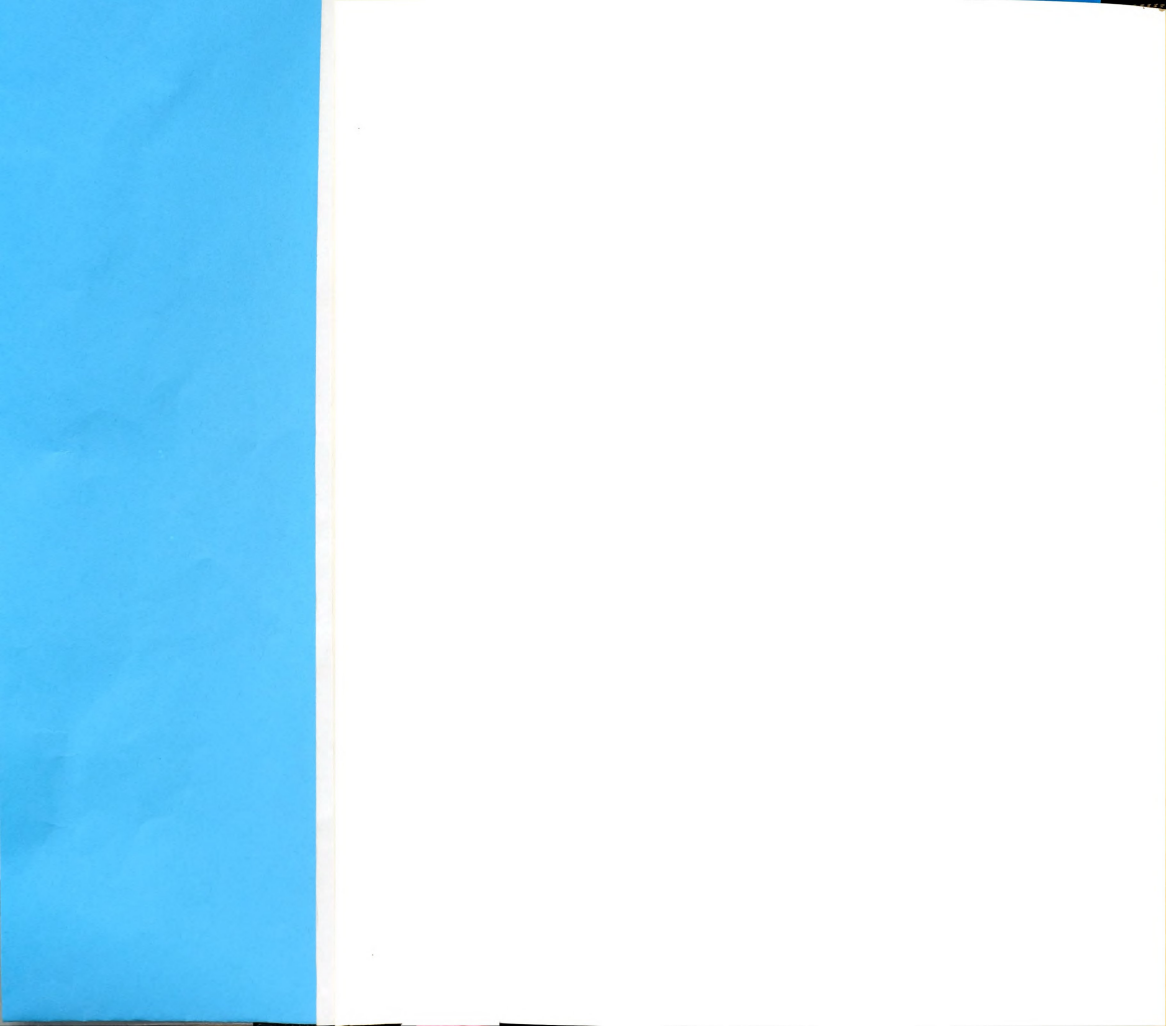
APPENDIX C

Questionnaire for the General Adult Women

1. Age: 25-29 _____ 40-44 _____ 55-59 _____
 30-34 _____ 45-49 _____ 60-64 _____
 35-39 _____ 50-54 _____ 65 and over _____
2. Marital Status:
 Married _____ Separated _____
 Divorced _____ Single _____
 Widowed _____
3. Educational Background (check highest attainment):
 Less than high school graduate _____
 High school graduate _____
 One year of college _____
 More than one year of college but less than a degree _____
 Associate degree _____
 Bachelor's degree _____
 Graduate work _____
 Graduate degree _____
 Other vocational education after high school (please specify) _____

4. Work Experience (previous):

<u>Job Title</u> <u>or Type</u>	<u>Employer</u>	<u>Full or</u> <u>Part Time</u>	<u>Dates</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Work Experience (present):

<u>Job Title</u> <u>or Type</u>	<u>Employer</u>	<u>Full or</u> <u>Part Time</u>	<u>Dates</u>
------------------------------------	-----------------	------------------------------------	--------------

Volunteer Activities (include church and community service):

<u>Type of Work</u> <u>or Activity</u>	<u>Organization</u>	<u>Approximate</u> <u>Hours Worked</u>
---	---------------------	---

5. Are you satisfied with your present employment? (be it employment, housewife or other)

Very satisfied_____

Satisfied_____

Neither satisfied nor dissatisfied_____

Dissatisfied_____

Very dissatisfied_____

6. Have you ever considered returning to school?_____

7. Are there special circumstances which would cause you to go back to school? If so, what?

8. If you returned to school, would you return to:

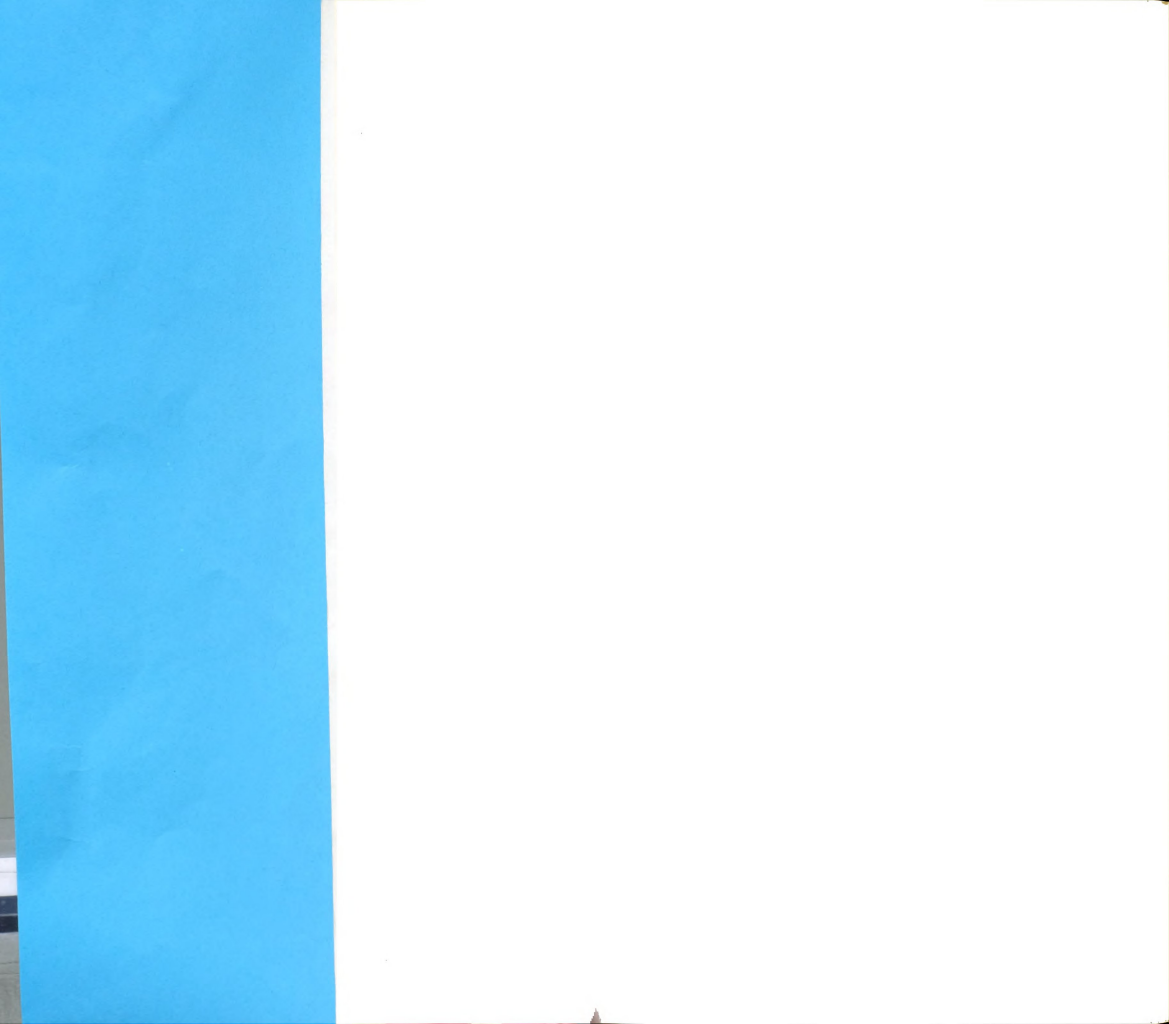
Upgrade job skills?_____

Work for a degree?_____

Take credit courses for information?_____

Non-credit courses for personal enjoyment?_____

Other?_____



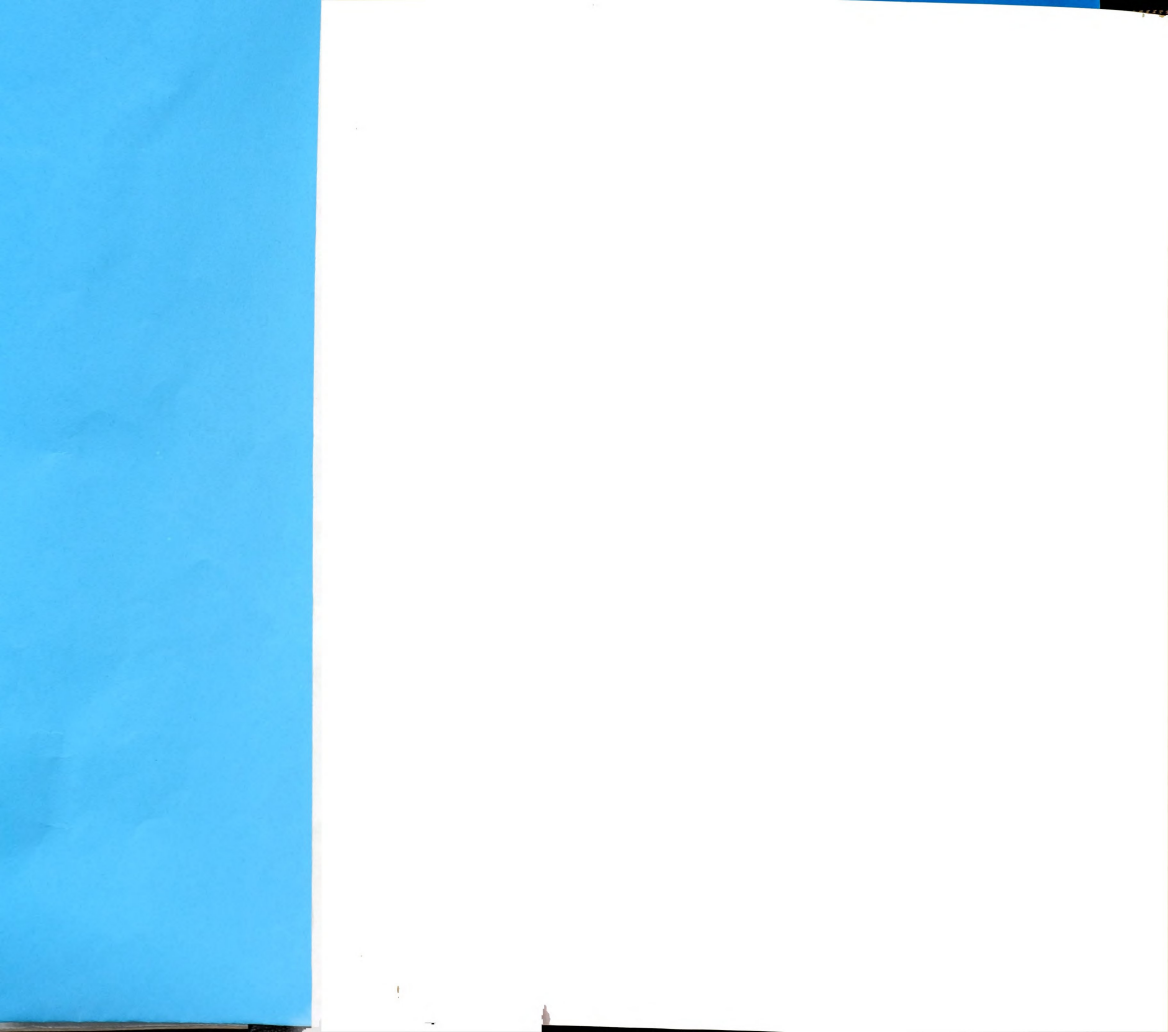
9. How do you think your family would react if you decided to return to school?

Opposed_____

Indifferent_____

Interested_____

I don't really know_____



APPENDIX D

STRUCTURE OF INTERVIEW FOR ADULT COEDS

1. How has the routine changed since you returned to school?

2. How does your husband feel about your going to school?

3. Have your children taken on new responsibilities since you have returned to school? _____

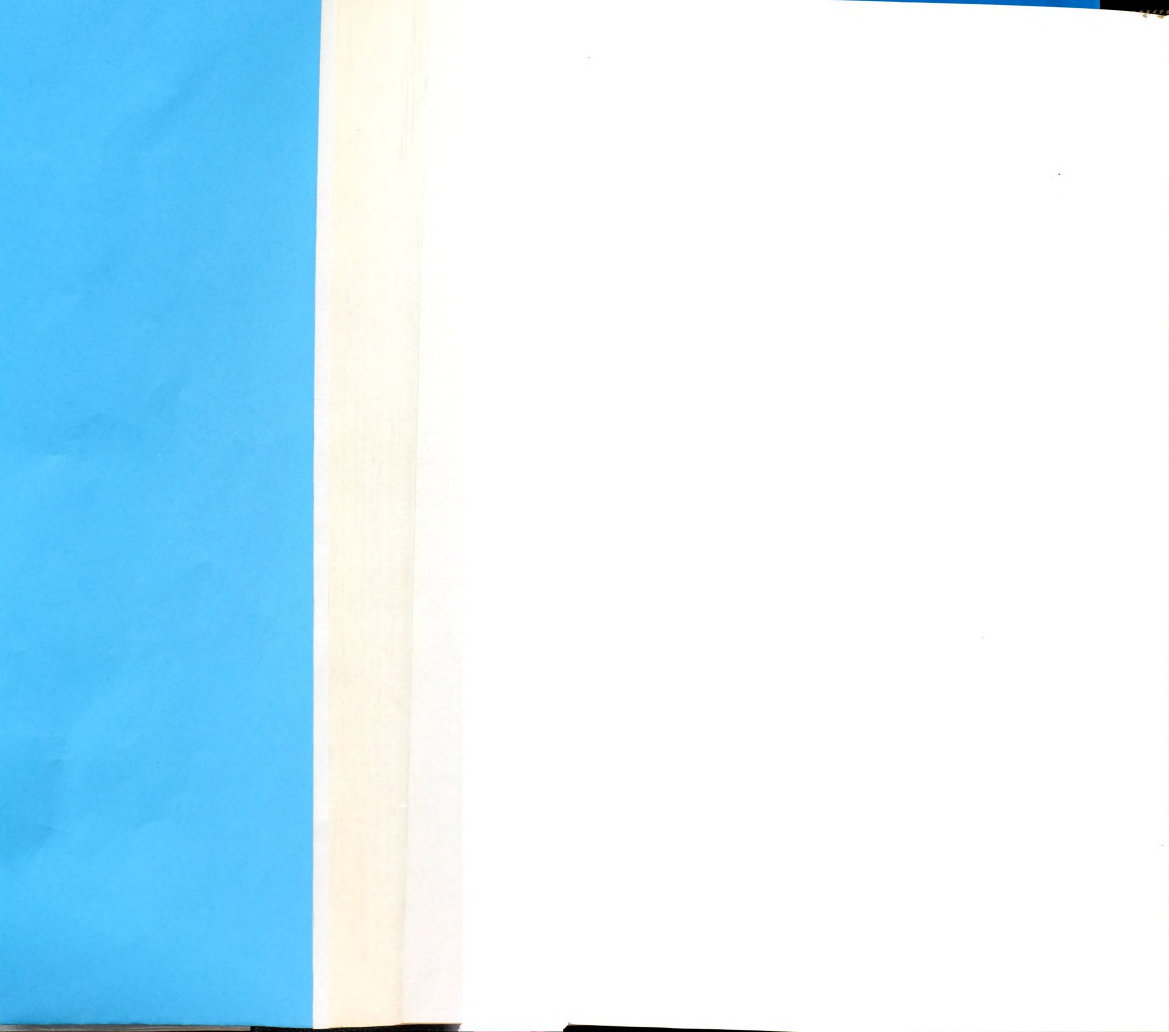
4. Has your husband taken on new responsibilities since you have returned to school? _____

5. Have any of the rest of your family, friends, or neighbors expressed any attitudes about your return to school?
Who? _____
What attitude? _____
6. What is your educational goal? _____

7. When do you think this goal will be achieved? _____

8. Do you have any special plans once you have achieved your educational goal? _____

9. If work is the goal, how much would you expect to earn per year? _____
10. Is it a financial necessity for you to work? _____



11. If it is not a financial necessity for you to work,
what made you decide to return to work? _____

12. What kind of work would you like to do? _____

13. Did you enter college upon graduating from high school?
_____ If no, why? _____

14. If you entered college, when did you leave? _____
Why? _____
15. Was there anyone who influenced you to return to school?
_____ Who? _____
16. How do you feel about your experience as a student?

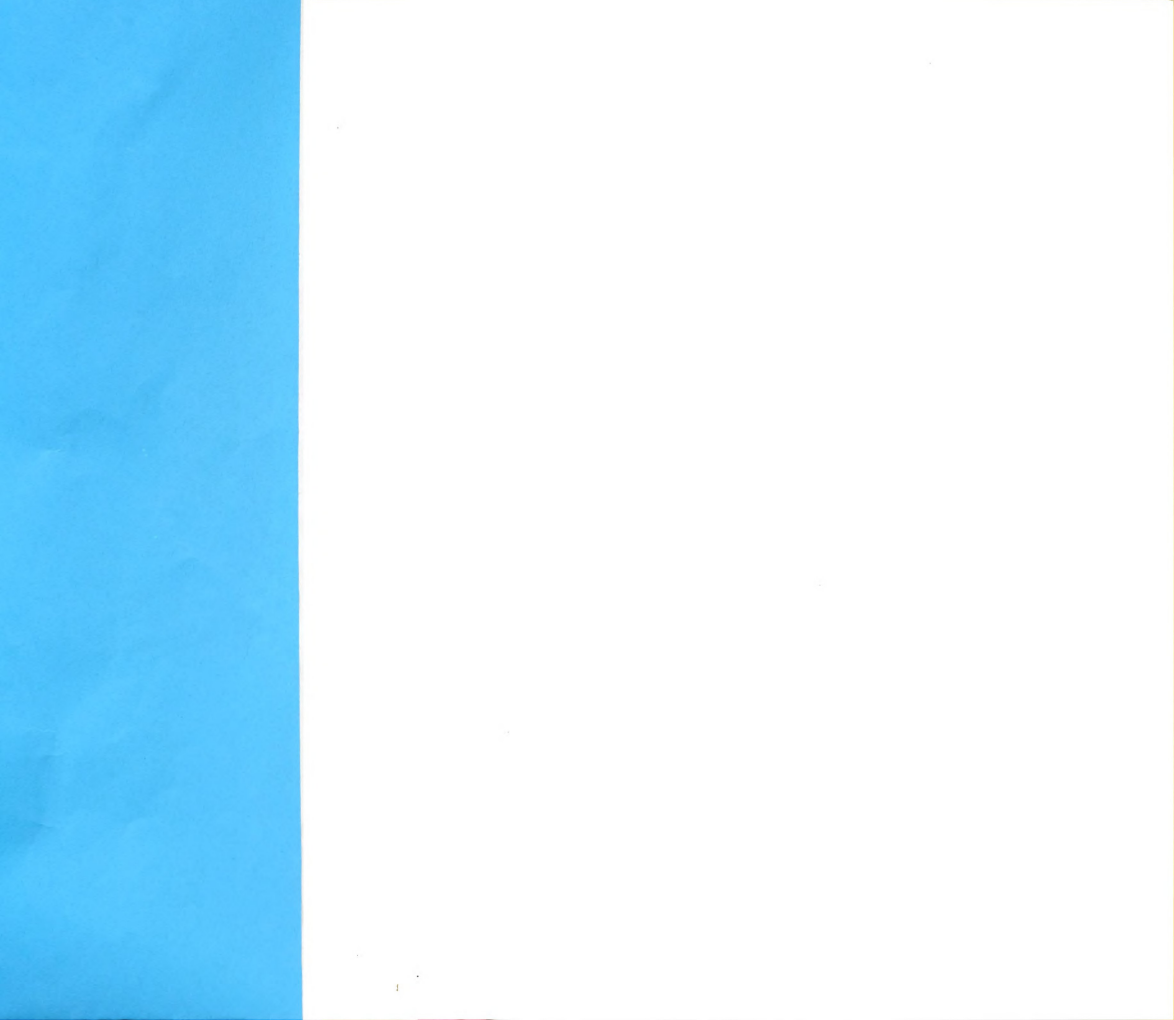
17. Do you feel that you have changed since you returned to
school? _____ How? _____

18. What suggestions might you have to the university so
that the program might better meet your needs? _____

19. Why do you think most women go to school? _____

20. If you could start over (age 17 or 18), what might you
do differently? _____

21. What do you see for yourself in the future? _____



APPENDIX E

STRUCTURE OF INTERVIEW FOR ADULT WOMEN WHO ARE NOT STUDENTS

1. Have you ever thought about returning to school? _____
2. What made you decide to discontinue your education when you did? _____
3. How would you expect your husband to react if you decide to start going to school? _____

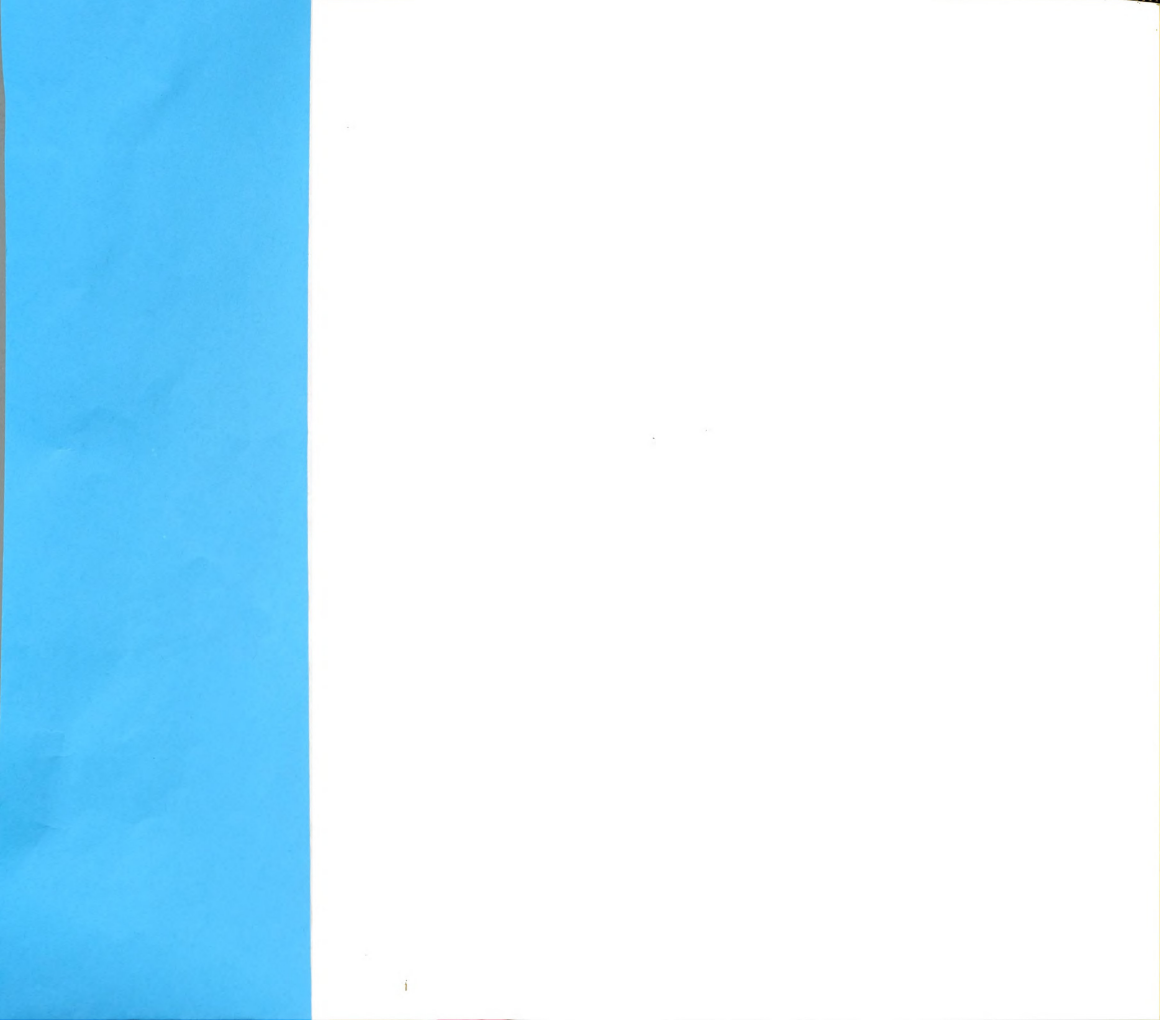
4. How would you expect your children to react if you started to school? _____
5. Are there other people, friends, neighbors, parents or in-laws who might have some reaction to your returning to school? _____
Who? _____
What do you think their attitude would be? _____

6. What would be the major problems you might anticipate if you returned to school? _____

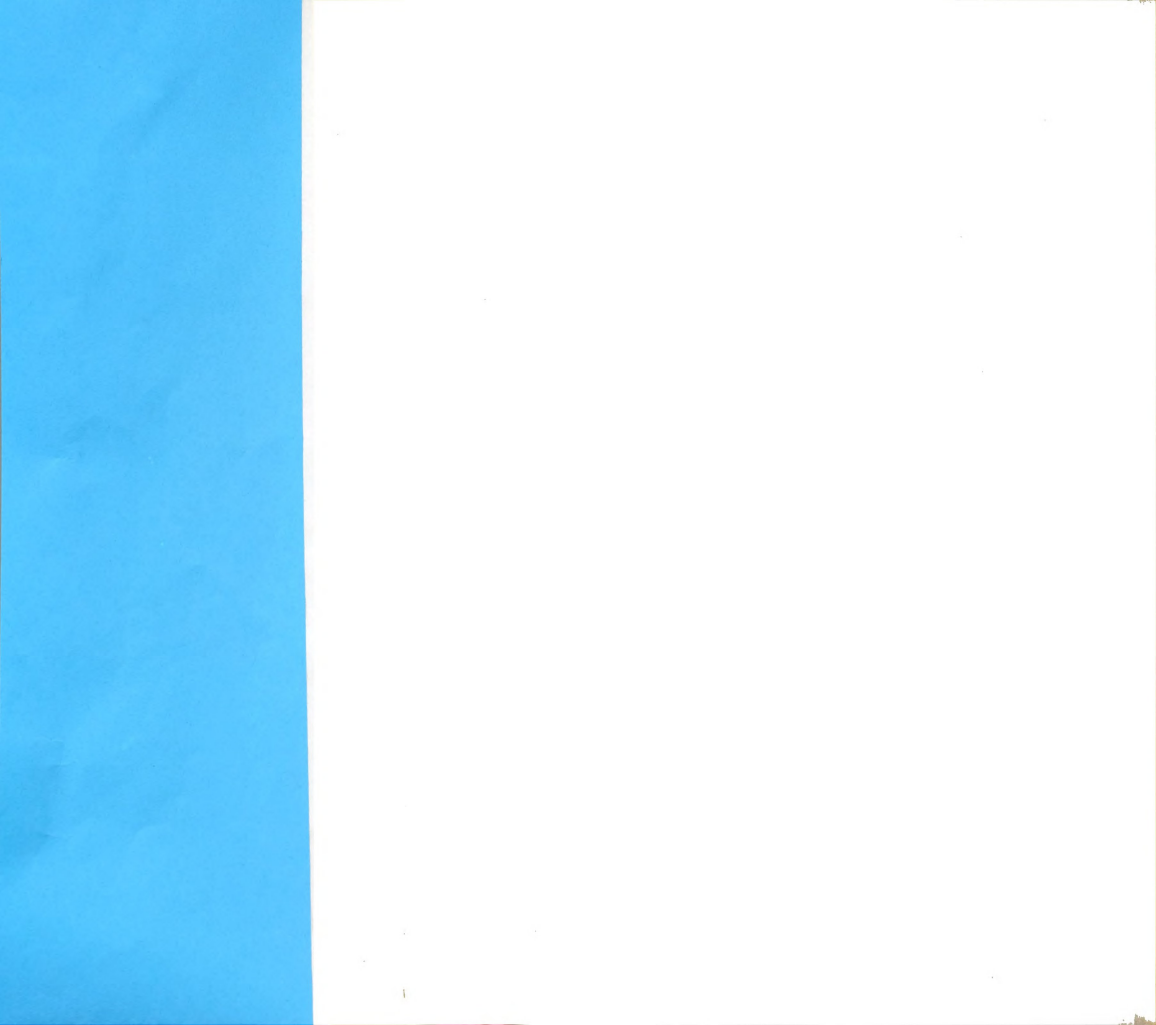
7. If you came back to school, what might you study? _____

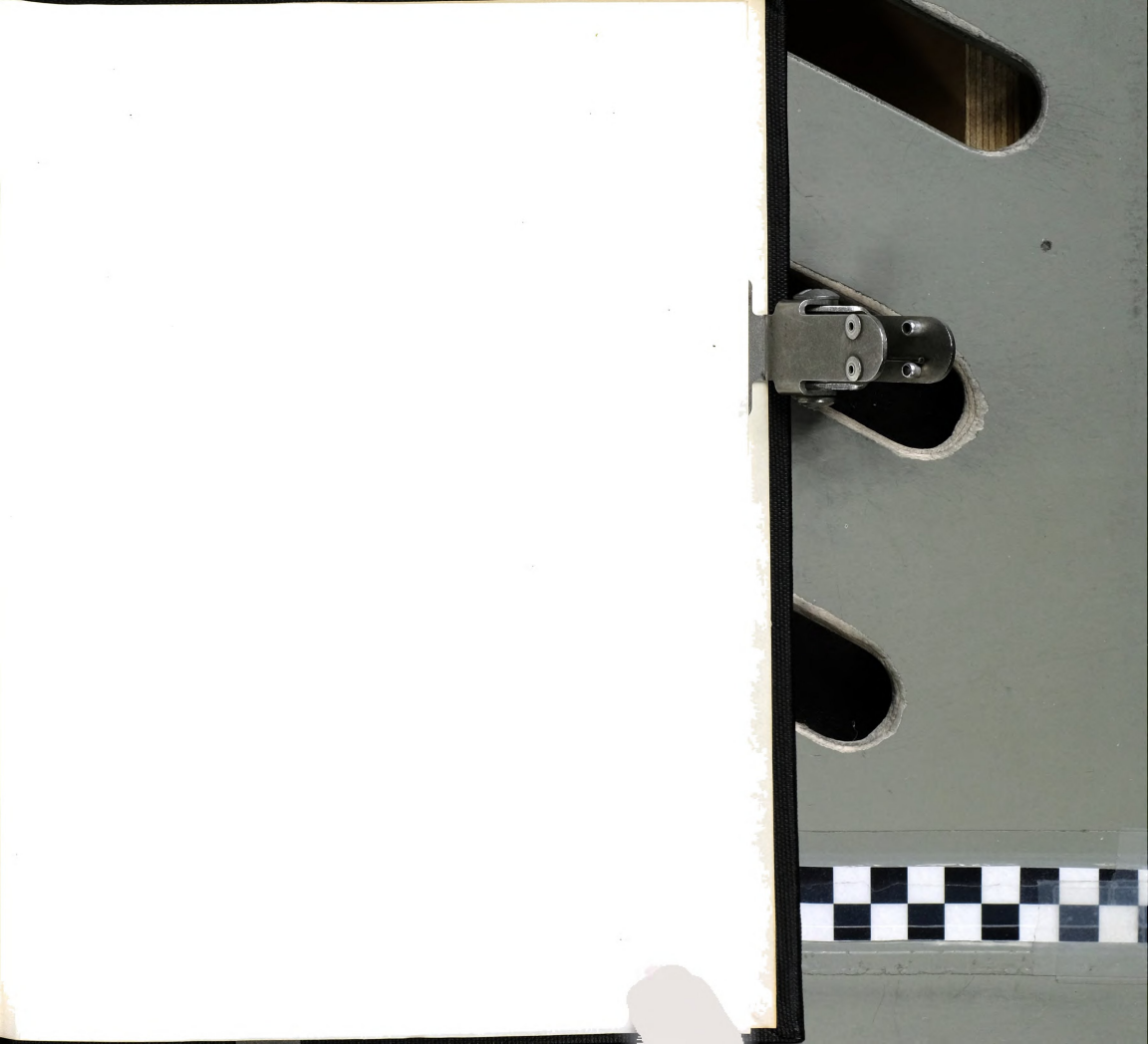
8. What could the university do to assist you in returning to school if you decided to return? _____

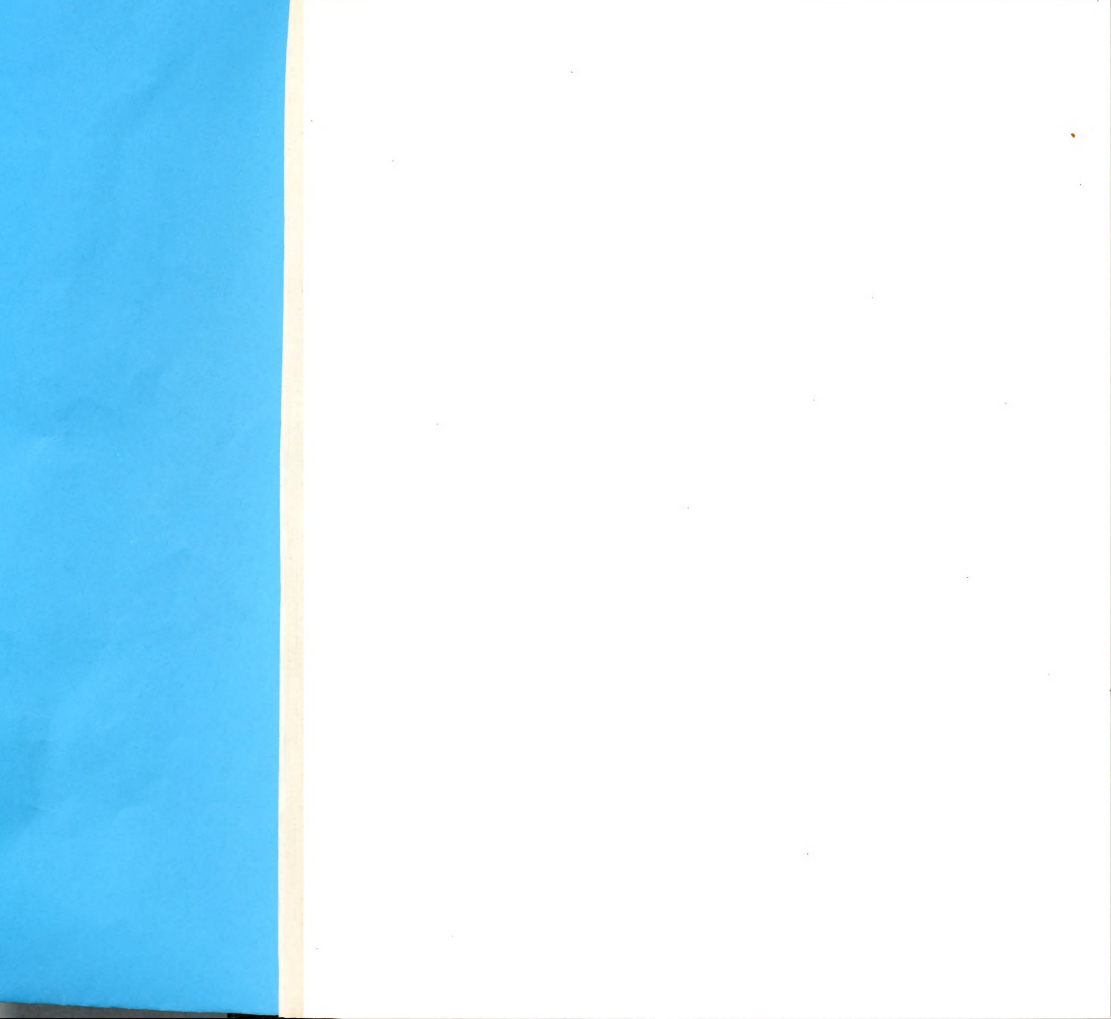
9. If you could start over (age 17 or 18), what might you do differently? _____
10. What do you see for yourself in the future? _____













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