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OF THE ADULT EXTENSION STUDENT OF THE  
UNIVERSITY OF OKLAHOMA.**

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GRADUATE COLLEGE

GUIDANCE NEEDS OF THE ADULT EXTENSION STUDENT  
OF THE UNIVERSITY OF OKLAHOMA

A DISSERTATION  
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DOCTOR OF EDUCATION

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GUIDANCE NEEDS OF THE ADULT EXTENSION STUDENT  
OF THE UNIVERSITY OF OKLAHOMA

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GUIDANCE NEEDS OF THE ADULT EXTENSION STUDENT  
OF THE UNIVERSITY OF OKLAHOMA

CHAPTER I

INTRODUCTION

Background

In 1908 Frank Parson developed the first program of vocational guidance. This program was primarily concerned with vocational information and counseling and was first offered at the Civic Service House in Boston.<sup>1</sup> Educators over the nation, as they learned of the success of the program, began to develop similar programs. This first movement was concerned only with the vocational aspects of guidance and this name still carries over in the literature of today. With the emphasis on jobs, it was only natural that this type of guidance was basically for the secondary schools, since this was the age group that would be confronted with gainful employment in the near future. As most of the youth began to attend schools and with the enactment of the compulsory attendance laws, the educators saw the need and desirability for the students to be guided in making other adjustments. This brought about the modern program of high school guidance. Later it was found that preventive work

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<sup>1</sup>John M. Brewer, The Vocational-Guidance Movement (New York: The Macmillan Company, 1918), p. 23.

and orientation were feasible in the elementary schools and the guidance program grew in those directions.

Colleges, whose student bodies were more highly selected, did not recognize the need for formal programs of guidance. Deans of women and deans of men were concerned primarily with discipline. As the number of students increased and as increasing numbers of students were placed in university housing, it became necessary to develop collegiate programs of counseling and guidance, even though the non-collegians were considered as adults since most of them were working and might have begun families. The emphasis of college programs of guidance and counseling, as well as that of secondary and even the elementary schools, was to develop the personality so that the individual might fit into adult life.

Writers in the field of guidance often emphasize that the public school and even college is but preparation for adulthood. The goal of such mature adulthood is the development of an individual who is responsible for his work and his family, who is independent, and who does not need someone to help him with his daily problems. One evidence that many adults have not achieved such maturity and self reliance is the number of quacks who prey on the problems and indecisions of others. Almost any newsstand displays magazines on astrology, palmistry, phrenology, or some other system of pseudo advisement. Graphologists, phrenologists, character analysts, fortune tellers, and cultists can be found in most of our cities. Lockwood says, "Many adults in need of help do not receive it, or fall easy prey to hosts of self-appointed 'advisors,'

'mentalists,' and other psycho-quacks who operate in many communities."<sup>1</sup> Columns offering advice on a variety of problem areas are found in almost every daily newspaper. In the larger cities there are persons who earn a livelihood listening to the troubles of others.

A survey of the literature indicates that many feel the need of systematic programs of guidance for adults. Jennings says, "The adult of today needs guidance as much as, or more than, the school child."<sup>2</sup> Spain and Mapp<sup>3</sup> report that persons of all ages need and desire counseling. Siegle deplores the situation in which the adult student "is seldom offered guidance and counseling; he is left to reshape his expectations and resolve his confusions as best he may."<sup>4</sup> Mann's<sup>5</sup> study points out the need and desirability of consultation and guidance. Hoppock<sup>6</sup> suggests that one of the great needs of adult education is in the field of adult guidance. Lorimer<sup>7</sup> points to the need and desirability of guidance for adults.

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<sup>1</sup>William V. Lockwood, "Adult Guidance, a Community Responsibility," Adult Education, III (1953), 80.

<sup>2</sup>Lucinda Jennings, "Guidance in Adulthood and Childhood," The Educational Forum, IV No. 11 (November, 1939), pp. 71-76.

<sup>3</sup>Clarence H. Spain and John A. Mapp, "Richmond Experiment in Adult Guidance," Adult Education Bulletin, VI (1942), 78.

<sup>4</sup>Peter Siegle, Adults as Learners, ("How to Teach Adults"; Washington: Adult Education Association, 1955), p. 23.

<sup>5</sup>George C. Mann, "Some Characteristics of Adult Education Students," Adult Education Bulletin, VI (1941), 41-43.

<sup>6</sup>Robert Hoppock, "Adult Guidance," Handbook of Adult Education in the United States, 1936, ed. Dorothy Rowden (Philadelphia: American Association for Adult Education, 1936), pp. 323-24.

<sup>7</sup>Frank Lorimer, The Making of Adult Minds in a Metropolitan Area (New York: The Macmillan Co., 1931), pp. 107-20.

In discussing the great need for continuing education and guidance, Essert states that children look forward to being adults, but that adults look back on childhood as the happiest time of their life. "Apparently our whole cultural and social matrix is shot through and through with a negative, timid, if not fearful attitude about becoming adults."<sup>1</sup>

In spite of the need, the programs and offering in adult counseling have been minimal. Although Gilbert<sup>2</sup> reports the establishment of a counseling clinic for the aged as early as 1929 in one city, she notes that few additional cities have provided counseling services for this group. Some churches which started counseling programs for the aged have since expanded into other areas of human problems, but there appears to be little coordination even within the same denominations and their services vary from none in some communities to a well-rounded program in others.

Immediately after World War II with the return of the veterans, there was considerable interest and excitement in programs of counseling for the returning serviceman in order that he might adjust to civilian life. The February, 1945, issue of Occupations<sup>3</sup> was devoted to details on how to operate such community counseling centers and gave some examples of the work that was being initiated. Apparently, most of these centers are no longer in operation. A number of cities provide counsel-

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<sup>1</sup>Paul L. Essert, "The Adventure of Adulthood," Teachers College Record, LV, (1954), 180.

<sup>2</sup>Jeanne G. Gilbert, Understanding Old Age (New York: Ronald Press Co., 1952), pp. 365-67.

<sup>3</sup>Occupations, XXIII, No. 5 (February, 1945).

ing services in their marriage clinics, but in most communities such services are lacking or so limited in scope that only the most maladjusted can be served.

Adult counseling services available through the public schools are equally limited. Kempfer and Cheskie report, "Fewer than one out of eight public school adult education programs provide guidance services."<sup>1</sup> A report of the Board of Education of the City of New York states, "The guidance program in the evening trade schools is generally sporadic."<sup>2</sup> Some schools, however, have provided excellent programs. Lambert's<sup>3</sup> description of the Baltimore, Maryland services is a good example.

In tracing the development of the guidance movement it is apparent that one area, adult guidance and counseling, is still in need of further research and development. One facet of the problem in this area is the development of a program for those adult students enrolled in extension classes.

#### Purpose of the Study

It is the purpose of the present study to report on the frequency of individual problems or needs as are indicated by adult students at the University of Oklahoma in extension classes, and thus, provide a sound basis for the establishment of a program of guidance.

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<sup>1</sup>Homer Kempfer and Sophie V. Cheskie, "Adult Guidance Services in Public Schools," Occupations, XXIX (1951), 324.

<sup>2</sup>Vocational Education in the New York City Schools (New York: New York State Education Department and the Board of Education of the City of New York, 1951), p. 220.

<sup>3</sup>Hildreth S. Lambert, "Adult-Education Guidance Services in Baltimore," Adult Education Bulletin, XII (1948), 178-80.

### The Problem

The problem in this study was to determine the guidance needs of the adult extension student of the University of Oklahoma's extension credit programs based on stated problems and needs.

### Scope of the Study

The study was confined to the expressed problems and needs of the adult, undergraduate student enrolled in the credit extension program of the University of Oklahoma during the school year 1957-58.

### Definition of Terms

Guidance needs. This term was defined as individual problems needing solution for personal adjustment.

Extension. This term was defined as that agency administering the off-campus educational programs of the University of Oklahoma.

Adult extension student. For the purpose of this study, the adult extension student was defined as a part-time student pursuing off-campus classroom studies and who was involved full time in some occupation. This study excluded the graduate extension student. Adult students enrolled on-campus or pursuing a normal student load were also excluded from this study.

### Need and Related Readings

Since adult guidance can be carried on by many agencies and in many ways, it is important to see what has been done and proposed by institutions of higher education in their programs of adult education. At the second annual meeting of the National University Extension Association (NUEA) in 1916, Lightly argued that the function of university

extension is "to teach, to discover, to disseminate knowledge, but not to give counsel or advice."<sup>1</sup> He noted also that any problems of individuals can be solved by their taking an extension course. The reports of the NUEA contain no additional references to guidance or counseling until 1925, when it was suggested that further study needed to be done in this area.<sup>2</sup>

Four years later in a report of extension research Vogt<sup>3</sup> noted that the University of Oregon and the University of Minnesota were studying mental development as psychological functions of growth and maturity. Another study, by an undisclosed institution, was an investigation of the adjustment problems of employed boys. Vogt recommended additional studies on the place of vocational guidance in extension. This plea for research was again voiced in 1935.<sup>4</sup>

At the St. Louis meeting of the National University Extension Association in 1937, a report was given on a vocational guidance clinic that was operating successfully.<sup>5</sup> Three years later the NUEA Proceedings<sup>6</sup>

<sup>1</sup>William H. Lightly, "Extension Policy in Advisory Service," Proceedings of the Second Annual Meeting of the National University Extension Association (Chicago, Ill., 1916), p. 19.

<sup>2</sup>National University Extension Association, Proceedings of Tenth Annual Meeting (Charlottesville, Va., 1925), pp. 76-83.

<sup>3</sup>Paul L. Vogt, "Research Work by Extension Divisions," Proceedings of Fourteenth Annual Meeting of the National University Extension Association (Austin, Texas, 1929), pp. 34-39.

<sup>4</sup>National University Extension Association, Proceedings of Twentieth Annual Meeting (Lincoln, Neb., 1935), p. 56.

<sup>5</sup>National University Extension Association, Proceedings of Twenty-second Annual Meeting (St. Louis, Mo., 1937), p. 86.

<sup>6</sup>National University Extension Association, Proceedings of Twenty-fifth Annual Meeting (Ann Arbor, Mich., 1940), p. 63.



tell how counseling was provided for correspondence students by writing letters to the enrollees on problems arising out of the lesson assignments.

Harking back to some of the earlier meetings, the NUEA conference of 1941 again discussed the question, "Should vocational guidance be offered by extension?"<sup>1</sup> NUEA meetings held during the war years made no mention of guidance or counseling, but immediately after the war universities again became concerned with programs of counseling and guidance. The NUEA meeting held in Atlantic City in 1947 suggested that the topic, "Counseling Adults," be included in future workshops.<sup>2</sup>

The NUEA Proceedings of 1948 reports the establishment of a counseling center at Grand Rapids by the University of Michigan.<sup>3</sup> Three years later a similar program was reported by Syracuse University.<sup>4</sup> Reports of NUEA meetings after 1951 indicate a few additional institutions with some guidance or counseling programs for adults, but there was no pattern. In 1954 a topic, "Counseling the Adult Student," was discussed at one of the sectional meetings of NUEA, but no report of the discussion was found in the Proceedings for that year.<sup>5</sup> A report on salaries, in-

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<sup>1</sup>National University Extension Association, Proceedings of Twenty-sixth Annual Meeting (Oklahoma City, Okla., 1941), pp. 172-73.

<sup>2</sup>National University Extension Association, Proceedings of Thirty-second Annual Meeting (Atlantic City, N. J., 1947), p. 90.

<sup>3</sup>National University Extension Association, Proceedings of Thirty-third Annual Meeting (Chicago, Ill., 1948), pp. 64-65.

<sup>4</sup>National University Extension Association, Proceedings of Thirty-sixth Annual Meeting (Bend, Ore., 1951), p. 69.

<sup>5</sup>National University Extension Association, Proceedings of Thirty-ninth Annual Meeting (Gatlinburg, Tenn., 1954), p. 9.

cluding those of counselors, was included in the NUEA Proceedings for 1958.<sup>1</sup> However, the report did not indicate the institutions in which such counselors were located.

The other national organization in the field of adult higher education is the Association of University Evening Colleges. The majority of the member institutions of the Association of University Evening Colleges (AUEC) are private or municipal universities, and their evening programs are often no more than an extension of the day programs. While these institutions have been concerned with guidance and counseling for a considerable period of time, their programs tend to be limited to such services as recruitment, selection, and admission of students. For example, the 1949 meeting of the Association of University Evening Colleges devoted one entire session to the topic, "Development of the Individual Student," but the discussion settled primarily on testing and counseling, and the outcomes sought were: (1) admission, (2) orientation, (3) help on drop-outs, (4) public relations, and (5) recruitment.<sup>2</sup> This same limitation was also found in the 1957 Conference in a sectional meeting, "Testing and Counseling."<sup>3</sup>

At the AUEC meeting in New Orleans in 1955, a sectional meeting proposed an ideal guidance program but noted that only four institutions were developing programs along this line. The group also pointed up the

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<sup>1</sup>National University Extension Association, Proceedings of Forty-third Annual Meeting (Salt Lake City, Utah, 1958), p. 72.

<sup>2</sup>Association of University Evening Colleges, Proceedings of Eleventh Annual Meeting (Cincinnati, Ohio, 1949), pp. 74-106.

<sup>3</sup>Association of University Evening Colleges, Proceedings of Nineteenth Annual Meeting (Montreal, Canada, 1957), pp. 80-81.

need for such programs.<sup>1</sup> This need was also presented in the 1952 conference,<sup>2</sup> and the 1958 meeting again echoed the need.<sup>3</sup>

A further insight into the reason for the lack of program development is given in the report of a conference of deans in university adult education:

One omission from the recommendations was surprising! They contained no reference to counseling. During the work sessions much time was devoted to it and discussion revealed that it was an area of considerable concern. The explanation for this apparent contradiction may be quite simple. Most of those present were not entirely satisfied with their counseling programs. Nevertheless, they could not identify any obstacles, except purely mechanical ones, because there was no common agreement or understanding of the function of counseling in the adult education division. Perhaps the failure to produce a recommendation is merely an indication that counseling is such a new and uncharted area that it requires much further exploration prior to action by the National University Extension Association and the Association of University Evening Colleges.<sup>4</sup>

In the Neuffer study of seventy-eight evening colleges, fifty-four per cent of the institutions reported they offered personal clinical testing and counseling. "However, the amount of such testing is small, varying mainly from one to five per cent of the total enrollment."<sup>5</sup>

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<sup>1</sup>Association of University Evening Colleges, Proceedings of Seventeenth Annual Meeting (New Orleans, La., 1955), p. 110.

<sup>2</sup>Association of University Evening Colleges, Proceedings of Fourteenth Annual Meeting (Atlanta, Ga., 1952), p. 108.

<sup>3</sup>Association of University Evening Colleges, Proceedings of Twentieth Annual Meeting (Louisville, Ky., 1958), p. 46.

<sup>4</sup>"The Concerns of the Dean in University Adult Education," Conference Report (Chicago: Center for the Study of Liberal Education for Adults, March 5-7, 1956, mimeographed), p. 23.

<sup>5</sup>Frank R. Neuffer, Administrative Policies and Practices of Evening Colleges 1953 (Chicago: Center for the Study of Liberal Education for Adults, 1953), p. 16.

This leaves a question as to whether such services were not available to all students, as had been suggested from the reports of the annual meetings of AUEC, or whether students did not avail themselves of these services.

Some adult educators feel that the needs of the individual can be met through subject matter courses, as was suggested at an early meeting of the National University Extension Association and by writers such as Bryam and Wenrich,<sup>1</sup> and Horrall.<sup>2</sup> Others, such as Adams<sup>3</sup> and the public school adult educators,<sup>4</sup> would limit such services to vocational and possibly educational problems. On the other hand, Powell<sup>5</sup> argues that adult education is not therapy, but that we must help the individual to know himself and make for a more mature individual.

D'Heurle<sup>6</sup> has said that adult educators need to know the nature and needs of adulthood in order that effective growth may take place. A number of investigations furnish insight into the problems of adults. In a study of drop-outs Mosier<sup>7</sup> reported that the major causes in rank

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<sup>1</sup>Harold M. Byram and Ralph C. Wenrich, Vocational Education and Practical Arts in the Community School (New York: Macmillan Co., 1956), pp. 313-31.

<sup>2</sup>A. H. Horrall, "Adult Guidance in Evening Classes," Occupations XII, (1934), 51-53.

<sup>3</sup>James Truslow Adams, Frontiers of American Culture (New York: Charles Scribner's Sons, 1945), p. 350.

<sup>4</sup>National Association of Public School Adult Educators, Report of Fourth Annual Conference (Atlantic City, N. J., 1956), p. 2.

<sup>5</sup>John Walker Powell, Learning Comes of Age (New York: Association Press, 1956), pp. 177-78.

<sup>6</sup>Adam D'Heurle, "Some Observations on the Evening College," Journal of Higher Education, XXIX, (1958), pp. 291-92.

<sup>7</sup>Jean Mosier, "Problems and Policies of the University College," Adult Education Bulletin, XIII (1949), 143.

order were: employment problems, illness, excessive load, and lack of motivation. When asked what procedures could be used to reduce drop-outs, the colleges which participated in this study suggested: better counseling, better teaching, limit of load, degree programs, and certificate programs. Carey's<sup>1</sup> investigation of the causes of drop-outs by adult students reported such problems as: courses not available, personal reasons, job causes, financial reasons, dissatisfaction with college, and health reasons.

Other investigators have sought the reasons for students attending adult programs. In a study of four classes Zander<sup>2</sup> found that over two-thirds of the students attended for reasons other than course content. Listed as reasons for attending were: to make friends, to get away from home, to learn something about latent talents, or to have some kind of escape experience. In a similar study Ruja<sup>3</sup> found that students attended for companionship, recreation, and help on personal problems.

The Crows<sup>4</sup> suggest that adults are not as much concerned with the future as the present. This idea is amplified by Burmahim<sup>5</sup> and Mathewson<sup>6</sup>

<sup>1</sup>James T. Carey, Why Students Drop Out (Chicago: Center for the Study of Liberal Education for Adults, 1953), p. 18.

<sup>2</sup>Alvin Zander, "Student Motives and Teaching Methods in Four Informal Adult Classes," Adult Education, II (1952), 28.

<sup>3</sup>David H. Ruja, "Psychotherapy in Adult Education," Adult Education, I (1951), 235.

<sup>4</sup>Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Co., 1951), p. 320.

<sup>5</sup>Elizabeth Burmahim, "How to Counsel with Adults in Business Training Programs," American Vocational Journal XXX, No. 8 (October, 1955), p.15.

<sup>6</sup>Robert Hendry Mathewson, Guidance Policy and Practice (New York: Harper and Brothers, 1949), p. 47.

who say that the adult need is frequently one of a definite choice to an immediate situation.

Some writers have suggested that there are certain basic needs of the adult. Schimerer<sup>1</sup> says that the areas of need are family relationship, jobs, and political education. Smith<sup>2</sup> also suggested three areas but changed the third to mental and physical health problems.

It will be noted that none of the studies or programs has had individual problems or needs as its basis. Only one study based on stated problems is to be found in the current literature. This study will be discussed later.

### The Data

#### Nature and Sources

The data in this study were those which represent the stated or expressed problems of the adult extension student enrolled in extension work. The source of data was the direct reporting of these problems by use of the questionnaire technique.

### Methods of Research

#### Techniques Employed in Development of the Instrument

For five years the writer was employed as director of the University of Oklahoma's Midwest City-Tinker Air Force Base Center. For three years he made himself available to the students from two to four nights

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<sup>1</sup>Mark C. Schimerer, "Current Adult Education Needs," Adult Education Bulletin XIV (1949), 51-54.

<sup>2</sup>Glenn E. Smith, Counseling in the Secondary School (New York: Macmillan Co., 1955), pp. 261-62.

a week for counseling purposes. It became apparent that if such a program of counseling were to be successful it should be based on the needs and problems of the individuals. One of the difficulties was that no one instrument was available which would give the basic areas of needs that were considered necessary to the development of a sound program. Several tests and personal data sheets had been used, but they were lacking in some areas and usually were time-consuming to answer. It was, therefore, mandatory that if a study of the needs of adults was to be done, an instrument must be developed which would give some insight into areas and frequency of adult problems.

The first step in constructing this instrument was to ask a random group to make a list of their problems. This list was then matched against several available check lists: the "Mooney Problem Check Lists,"<sup>1</sup> Form "A" and "C"; the "Study of Values;"<sup>2</sup> "Personality Index;"<sup>3</sup> and "Your Activities and Attitudes."<sup>4</sup> The comparison revealed a number of common areas of problems.

From the information available it was possible to divide the problems into eight general areas: (1) Employment and Economic Security, (2) Health, (3) Current Educational Problems, (4) Social Personality; (5) Self Improvement, (6) Home and Family, (7) Personality Introspect,

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<sup>1</sup>Leonard V. Gordon and Ross L. Mooney, "The Mooney Problem Check Lists," (New York: Psychological Corp., 1950).

<sup>2</sup>Gordon W. Allport, Phillip E. Vernon, and Gardner Lindzey, "Study of Values," (Boston: Houghton Mifflin Co., 1951).

<sup>3</sup>"Personality Index," (Kansas City: LaRue Printing Co., 1945).

<sup>4</sup>Ernest W. Burgess, Ruth S. Caran, and Robert J. Havighurst, "Your Activities and Attitudes," (Chicago: Science Research Associates, Inc., 1949).

and (8) Moral and Spiritual Values. It was decided that a sampling of items would be used in order that the questionnaire could be answered in a comparatively short time. First a list of items was made for each area. These were tested on office personnel of the Extension Division for clarity, ease of answering, and pertinence. These items were then studied and ten were selected for each area. The basis of the selection was aptness, fitness, and range. A Professor of Educational Guidance, Dean of the Extension Division, and a Professor of Education who had taught extension classes were asked to review the proposed questionnaire. Following their suggestions the questionnaire was revised and tried on a group of fifty adult students who were enrolled in three classes at the University of Oklahoma's Midwest City-Tinker Air Force Base Center. They suggested no additional items and in only two instances were there suggestions for change in items. The questionnaire in its final form is reproduced in Appendix A.

Following the test-retest method given by Garrett<sup>1</sup> the reliability of the revised instrument was determined by giving the questionnaire to twenty-nine adult, extension students; waiting a month and mailing it to the same group. Only twenty-four returns were received on the retest. One person changed his answer to one item four places in the scale; two changed an answer three places; and nineteen changed their answer two places. The other changes were only one place different in the scale. Using the formula to calculate the correlation from ungrouped scores and

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1947), p. 381.



taking the deviations from zero<sup>1</sup> there was a correlation of .91. The table of scores on the test-retest is given in Appendix B.

In the questionnaire a student could respond to a statement in one of five possible ways. He could check that the condition was: constant, often, off and on, seldom, or never.

Responses to the questionnaire were tabulated for each item. There was no attempt to weight an item, but rather the responses to the items in each area were totaled to give a problem index to that area. The tabulation by areas was also broken down by factors of sex, marital status, age, and occupation. Although individual item response would be important in the practice of counseling, this study sought only to locate the areas and the differences within groups.

In a logical analysis of the responses it was felt that those who indicated an action or item occurred "constantly" or "often" were most likely to have personal problems which needed solving. These replies were then classed as probable problems. Since this group admitted problems existed, they would be the most likely to seek guidance and counseling in solving these problems. Similarly, those who responded to an item by checking "seldom" or "never" were considered to have few or no problems. Some of the students who indicated few or no problems in all likelihood had some major problems, but they could not be expected to seek assistance until they were ready to admit that such difficulties existed. If the response was checked in the column "off and on" it was considered as a questionable problem. It is to be expected that if the problem becomes more acute the student will seek help in solving it.

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<sup>1</sup>Ibid., pp. 291-295.

During the school years, fall 1954 to summer 1956, the writer was available for counseling and advisement at the University of Oklahoma Midwest City-Tinker Air Force Base Center. Records were kept of the problems of 141 individuals who were counseled at some depth. This list of observed problems was compared with the stated problems in the questionnaire. The agreement between the observed problems and the stated problems is presented in Table 1.

TABLE 1

A COMPARISON BETWEEN PROBLEMS REVEALED IN COUNSELING  
AND STATED PROBLEMS REVEALED IN THE QUESTIONNAIRE

Areas	Counseling Problems		Stated Problems	
	No.	%	No.	%
Employment and Economic Security	53	16	555	14
Health	13	4	204	5
Current Educational Problems	101	31	1053	26
Social Personality	23	7	372	9
Self Improvement	70	21	867	22
Home and Family	26	8	324	8
Personality Introspect	29	9	420	11
Moral and Spiritual Values	13	4	203	5

An examination of the table revealed that the percentage differences is two per cent or less for all areas except Current Educational

Problems. This area showed a difference of five per cent with the larger proportion coming from those counseled. Even with five per cent difference there was very close agreement.

### Sampling

The records of the Extension Division of the University of Oklahoma gave information on age, sex, occupation, and marital status. During a five year period 1952-1953 through 1956-1957 there were 2258 individuals enrolled in undergraduate credit courses. Good, Barr, and Scates state that the word, "survey," indicates the gathering of data regarding current conditions.<sup>1</sup> In order that this requirement be met, the sampling was taken from the persons enrolled during the school year 1957-1958, the time this study was made. In some categories it was impossible to get a sample of sufficient size from that year and in those cases additional enrollments were taken from prior years.

From the information gathered on the test questionnaire it was thought a ten per cent sample might be adequate. When stratification was applied in the areas of sex, age, occupation, and marital status, the sample should be more accurate.<sup>2</sup> It was anticipated that returns might be only about half of those mailed, so twenty per cent of the total enrollment for the five-year period was used. In those categories in which the percentage would be less than twenty-five an effort was made to get

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<sup>1</sup>C. V. Good, S. A. Barr, and D. E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 289.

<sup>2</sup>E. F. Linquist, A First Course in Statistics (Boston: Houghton Mifflin Co., 1942), p. 142.

twenty-five replies in order that the sample might be more descriptive of the population. In the event the number enrolled was less than this number, questionnaires were sent to all prior students in this category. In all, 534 questionnaires were mailed. The initial returns fell below expectations so follow-up cards were mailed. After the second follow-up card was sent, a total of 283 replies was received of which seven replies were incomplete or unusable. This gave 276 replies which were used in this study. The 276 replies represented 12.7 per cent of the prior enrolled population. The findings represented by these replies are reported in Chapter II.

The adequacy of this sample was determined by applying the Chi-Square test to the null hypothesis. The null hypothesis asserts that no true difference exists between two samples, since samples drawn randomly from the same population should differ only by accidents of sampling. Using the counseling records to project anticipated results and the questionnaire as observed results, the Chi-Square formula<sup>1</sup> for testing agreement between observed and expected results was applied. This gave a Chi-Square of 2.464 with seven degrees of freedom and a "P" of approximately .93. Since this much divergence from the null hypothesis, namely 2.464 could be expected to occur upon repetition of the experiment in approximately 93 per cent of the trials, Chi-Square was really not significant and the null hypothesis must be retained. This indicated adequacy of the size of the sample since a 100 per cent agreement could not be expected due to accidents of sampling.<sup>2</sup> The table is given in Appendix C.

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<sup>1</sup>Garrett, Op. cit., p. 241.

<sup>2</sup>Ibid., p. 245.

The literature gave only one study made of the problems of students in evening colleges. Blum and others<sup>1</sup> conducted a study of problems of evening students compared with day students. There was a total of 85 evening students who responded. The study used the "Mooney Problem Check List, Form C." Since there could be no comparison made between the check list of problems and the check list employed in this study, the only comparison must be by rank order. This presents some difficulties since this form of the "Mooney Problem Check List" uses eleven areas. However, by judicious combinations a fairly adequate comparison could be made.

In the instructions in the "Mooney Problem Check List" the respondent was asked to underline all problems which trouble him. He was also asked to circle those problems which were most acute. The circled items represented the probable problems in the same manner as the items checked "constantly" or "often" in the questionnaire employed in this study represented probable problems. The areas by rank order of frequency in the Blum, Sullivan, and O'Dea study using the "Mooney Problem Check List" were: (1) adjustment to college work, (2) personal-psychological relations, (3) social and recreational activities, (4) finance, living conditions, and employment, (5) future vocational and educational plans, (6) social-psychological relations, (7) health and physical development, (8) morals and religion, (9) home and family, (10) courtship, sex, and marriage, (11) curriculum and teaching problems. In order to compare by

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<sup>1</sup>Lawrence P. Blum, Ben A. Sullivan, and J. David O'Dea, "Identifying Problems of Adults in Evening Schools," Personnel and Guidance Journal, XXXI (1953), 376-379.

rank order the probable problems reported in this study with corresponding problems in the "Mooney Problem Check List," as revealed in the Blum, Sullivan, and O'Dea study. Table 2 was prepared. Since there was no comparable area of Self-Improvement on the Mooney study, it was impossible to compare this item.

TABLE 2

A COMPARISON OF RANK ORDER BETWEEN PROBABLE PROBLEMS  
REPORTED BY THIS STUDY AND THE BLUM, SULLIVAN, AND --  
O'DEA STUDY USING THE MOONEY PROBLEM CHECK LIST

Area	This Study Probable Problems	Mooney Probable Problems
Current Educational Problems	1	1
Self-Improvement	2	-
Employment and Economic Security	3	3
Personality Introspect	4	4
Social Personality	5	2
Home and Family	6	5
Health	7	6
Moral and Spiritual Values	8	7

Using the underlined problems on the "Mooney Problem Check List" in the Blum, Sullivan, and O'Dea study as items which could be classified as questionable problems, these underlined items may be compared with the items checked "off and on" or questionable problems in this study. This comparison of rank order is given in Table 3.

There was more agreement between the probable problems on this study and the probable problems on the Mooney list than there was between the questionable problems and the Mooney questionable problems. It could be noted that the areas of Health and Moral and Spiritual Values ranked lowest in both studies. If the areas of Current Educational Problems and Self-Improvement, which were closely allied, were combined then there would be almost complete agreement between the two studies.

TABLE 3

A COMPARISON OF RANK ORDER BETWEEN QUESTIONABLE PROBLEMS  
REPORTED BY THIS STUDY AND THE BLUM, SULLIVAN, AND  
O'DEA STUDY USING THE MOONEY PROBLEM CHECK LIST

Area	This Study Questionable Problems	Mooney Questionable Problems
Personality Introspect	1	2
Social Personality	2	3
Self-Improvement	3	-
Current Educational Problems	4	1
Employment and Economic Security	5	5
Home and Family	6	4
Health	7	6
Moral and Spiritual Values	8	7

#### Sample Stratification

The size of the sampling was further determined by four groups: occupations, age, sex, and marital status. This stratification of the

sample by group division should reflect a more accurate picture of the total population.

### Occupation

Using the census classifications the occupations of the students were classed under the ten general classifications. A finer breakdown might be desirable, but from the standpoint of numbers in any single job classification it would be impossible to get reliable information. A

TABLE 4

OCCUPATIONAL CLASSIFICATION WITH NUMBER OF STUDENTS IN EACH CLASSIFICATION AND NUMBER AND PER CENT OF REPLIES RECEIVED FROM EACH

Classification	Classification No.	No. Students	No. Replies	%
Professional, technical and kindred workers	000	372	39	10.5
Farmers & farm managers	100	0	0	0.0
Managers, officials, and proprietors except farm	200	78	25	32.0
Clerical & kindred workers	300	203	36	17.7
Sales workers	400	21	13	61.9
Craftsmen, foremen & kindred workers	500	279	29	10.4
Operatives & kindred workers	600	140	25	17.9
Service workers	700	97	24	24.7
Farm laborers	800	0	0	0.0
Laborers, except farm	900	0	0	0.0
Military Personnel		779	85	10.9



separate classification was made for students serving in the armed services, since it was thought they might differ from the civilian students. The number of military personnel enrolled in extension classes at the University of Oklahoma was of sufficient size for adequate sampling. The number of replies received in each classification are given in Table 4 on the preceding page.

It should be noted that the number of sales workers was small and may not be a representative sample. Although students who failed to fill in their occupation on their enrollment card were mailed questionnaires, they filled in their occupations on the questionnaire so there could be no sample for this group. Only two persons failed to fill in this information on the questionnaire and they were not used in this study. It should also be noted that the farm and laborer groups were not represented. This could be expected since most of the extension centers were located in urban areas and a preliminary investigation showed the laborers were either not eligible for admission or evidenced no interest in college work. The findings relating to occupations are given in Chapter IV.

#### Age

Many writers have noted that personal problems differed according to the age of the individual and that any consideration of a system of guidance or counseling must take this age factor into account. Debatin,<sup>1</sup>

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<sup>1</sup>Frank M. Debatin, Administration of Adult Guidance. (New York: American Book Co., 1938), pp. 134-36.

and Bennett<sup>1</sup> have said that some age groups were concerned with problems that were not evidenced with other age groups. Since the number of persons at any single year of age gave too few cases to obtain an adequate sample, the ages were divided into five year spans with the ends open below twenty-one and above fifty. The number of replies received by each age group are given in Table 5. If there had been a sufficient number of students in the age bracket above fifty, it would have been

TABLE 5  
PER CENT AND NUMBER OF REPLIES RECEIVED BY AGE GROUPS

Age Group	Number	No. Replies	%
Under 21	259	26	10.0
21-25	756	77	10.2
26-30	387	58	15.0
31-35	328	35	10.7
36-40	181	25	13.8
41-45	258	27	10.5
46-50	61	19	31.1
Over 50	28	9	30.9

desirable to divide this by groupings. As has been noted in the definitions, the persons below the age of twenty-one were considered as adults, as they were engaged in full time work. The six youngest students were

<sup>1</sup>Margaret E. Bennett, Guidance in Groups. (New York: McGraw-Hill Book Co., Inc., 1955), pp. 49-50.

seventeen years of age; forty-four were eighteen; ninety-five were nineteen; and one-hundred-fourteen were twenty. In the group over fifty, nine were fifty-one years of age; nine were fifty-two; five were fifty-six; two were fifty-seven; two were sixty-five; and one was seventy. An analysis of the factor of age are reported in Chapter IV.

The last two groups had a small number and may not be a representative sample.

#### Marital Status

According to Murphy and Kuhlen<sup>1</sup> the problems of an individual may vary as to whether or not he is married. The enrollment cards indicated whether the individual was single or married but did not indicate whether the person was widowed. For clarification the respondent was asked to indicate his exact marital status. The enrollment cards showed that 1,354 persons were married and 904 single. Replies were received from 173 married students, 97 single, and six widowed, four of whom were divorced. Since the divisions in the category of widowed were so few no table was made. Because the number of replies from the widowed was too small on which to base any reliability they are not detailed in this section. Their replies are indicated in the Appendix E.

#### Sex

Recktenwald's<sup>2</sup> study showed that men gave different reasons for

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<sup>1</sup>Gardner Murphy and Raymond Kuhlen, Psychological Needs of Adults. (Chicago: Center for the Study of Liberal Education for Adults, 1955), p. 18.

<sup>2</sup>Lester N. Recktenwald, Guidance and Counseling. (Washington: Catholic Press of America Press, 1953), p. 85.

attending extension classes than did women. Therefore it was thought the problems of men would differ significantly from the problems of women. During the five year period there were 1602 males enrolled and 656 females in the undergraduate extension program of the University of Oklahoma. Since there are only two divisions, no table was prepared. Replies were received from 210 males and 66 females. The findings relating to age and sex are given in Chapter III.

## CHAPTER II

### IDENTIFICATION OF THE PROBLEMS OF ADULT EXTENSION STUDENTS

This study, as has been indicated, sought to locate the areas of guidance needs of adult extension students. Some notice of individual items was made when the responses to these items seemed significant. However, it should be recognized that an organized program of guidance and counseling must locate individual problems specifically. The responses were treated both by areas and by groups. In order to see the problem in its entirety the first analysis was of the total responses to the questionnaire.

Table 6 was prepared to show the problems classified by areas as reported by the adult students taking part in the study. This table shows the problem areas, the number and per cent of responses to each area. Over thirty per cent of those responding indicated problems in the area of Current Educational Problems and Self-Improvement. The area of Employment and Economic Security was third in the list with twenty per cent indicating problems in that area. The Health area and the Moral and Spiritual Values area ranked lowest with slightly more than seven per cent indicating problems in those areas.

In the category of questionable problems the range was slight with a percentage of only thirteen per cent. All areas were closely grouped with the exception of the areas of Health and Moral and Spiritual

TABLE 6

TOTAL NUMBER AND PER CENT OF RESPONSES TO EACH PROBLEM  
CLASS BY AREAS WITH 276 ADULT STUDENTS REPORTING

Problem Areas		Probable	Questionable	Few or No
Employment and Economic Security	No.	555	585	1620
	%	20	21	59
Health	No.	204	339	2217
	%	7	13	80
Current Educational Problems	No.	1053	586	1121
	%	38	21	41
Social Personality	No.	372	627	1761
	%	13	23	64
Self-Improvement	No.	867	599	1294
	%	31	22	47
Home and Family	No.	324	537	1899
	%	12	19	69
Personality Introspect	No.	420	637	1703
	%	15	23	62
Moral and Spiritual Value	No.	203	280	2277
	%	7	10	83
Total	No.	3,998	4,190	13,892
	%	18	19	63

Values. These two areas again showed the smallest per cent of responses.

In the total number of responses there were slightly more indicating questionable problems than probable problems, but the percentage difference was less than one per cent. No person responding to the questionnaire indicated he had no problem although some of the responses indicated few problems with no one area critical. It can be assumed from these totals that problems occurred frequently enough that individuals would seek assistance in solving such problems.

#### Employment and Economic Security

In considering the total responses for each area there were 555 responses indicating some problems in the area of Employment and Economic Security with the item of installment buying most frequently mentioned. The next greatest number, 94, was on wanting to work in a different field. This was followed by 77 adults who indicated a need for advice on vocational abilities which would tend to indicate that wanting to change jobs and desiring vocational information were problems for a considerable number of people. However, the item least frequently checked was changing jobs. Only four persons indicated this happened often and no one indicated it happened constantly. The response of 229 adults who indicated that they used their best abilities in their present job "constantly" or "often" might indicate that these individuals were fairly well satisfied in their present position, but would like to know about other fields of work.

#### Health

In the area of Health 61 persons indicated they felt tired "often"

or "constantly." On all the other items less than 25 felt that there was any problem that occurred "constantly" or "often." Only 2 persons thought they "often" had undiagnosed illness.

#### Current Educational Problems

From Table 6 it can be observed that the largest number of problems was in the area of Current Educational Problems. A total of 215 persons indicated a need to improve their ability to study. The second problem in frequency was the need for more time to study. This was a critical problem to 189 adults. Next in frequency were 135 students who said they could be benefited by taking tests of ability. There were 104 individuals who needed assistance in determining educational goals. Only 17 persons said they did not like to go to school, but 110 were in need of financial assistance in order to pursue their courses. There was also agreement between the items of having difficulty on examinations and needing help in subject matter with 72 and 86 respectively.

#### Social Personality

In the area of Social Personality 94 persons preferred to work alone, with only 20 liking to do it "constantly". The item checked next in frequency was that of showing an instinctive disliking for some people where 56 students checked this as occurring "constantly" or "often". Only 7 persons indicated they "often" felt superior to their friends.

#### Self-Improvement

Of the 276 adult students responding to the questionnaire, 207 felt that they needed to improve themselves culturally. This was followed



by 195 adults who said that they needed to develop leadership qualities. There were 135 respondents who felt that their vocabulary was inadequate, and 218 students indicated the need to improve manners and etiquette. Only 16 students said that education was not the basis of success. There were 21 individuals who thought that they did not carry on worthwhile discussions.

#### Home and Family

In the first five items in the area of Home and Family, 108 students indicated they worried about their family. However, in only 19 cases was this worry constant. A total of 49 adults indicated no desire for love and affection. In only 2 cases was there "constant" quarreling and in only 8 cases did it occur "often". A division of items for single and married persons is presented later in the section of marital status.

#### Personality Introspect

In the Personality Introspect area, 95 individuals wished to break a bad habit; 92 thought they took things too seriously; and 85 found their mind wandering. There were no persons who "constantly" or "often" thought about suicide but there were 4 who considered it "off and on". Only 3 students checked that they "often" thought they were going insane and only 9 indicated this happened "off and on". The other items ranged from 22 persons with a guilty conscience to 34 who tended to exaggerate.

#### Moral and Spiritual Values

In the area of Moral and Spiritual Values there were 46 persons

who felt that they could not differ with the doctrine of their church. Forty-one individuals thought that functional things were more important than beautiful things. The next item was "sufficient power and force could solve most of the world's problems" with 33 students agreeing. Only 4 persons felt that things were more important than people and that work should not benefit mankind. There was a slight discrepancy in the thinking of some regarding God and prayer. Twenty-one adults indicated they thought prayer had no value and only 13 thought that there was doubt concerning the existence of God. The ratio was about the same for those who checked it as "strongly agreeing" and "agree." This discrepancy was further heightened as three of the persons who felt that there was no God thought that prayer had some value. Eighteen individuals said that there was no life hereafter, but only 7 felt there was doubt concerning the existence of God.

#### Problem Solving

In addition to the problem areas of the adult extension student, the last page of the questionnaire presented four questions designed to find: (1) to whom the person might go in seeking help on problems; (2) what he was likely to do when faced with a problem; (3) what other problems he felt were important; and (4) the type of counseling assistance he thought should be offered by the University of Oklahoma. Tables 7, 8, 9, and 10 present the responses to those questions.

Table 7 sets forth the response to the question, "When you need assistance in solving a personal problem to whom do you usually go?" A total of 34.7 per cent of the total group indicated that they sought assistance from their wife or husband. Since this response came entirely

from the married students, it should be noted that the number making this response comprised 55.5 per cent of those married. Friends were the next most frequent source of assistance and the item was checked by 26.2 per cent of those responding. Relatives were the only other source of assistance mentioned by more than 10 per cent of those responding.

TABLE 7

TOTAL RESPONSES AND PERCENTAGES FROM 276 ADULT STUDENTS TO QUESTION,  
 "WHEN YOU NEED ASSISTANCE IN SOLVING  
 A PERSONAL PROBLEM TO WHOM DO YOU GO?"

Source	Number	Per Cent
Friends	72	26.2
Wife or husband	96	34.7
Other relatives	43	15.6
School	5	1.8
Employer	9	3.3
Minister	24	8.7
Self	18	6.5
God	7	2.5
Others	2	.7
Total	276	100.0

Twenty-four persons went to their minister for assistance in problem solving and 9 to their employers. Eighteen persons said they consulted only themselves and 7 said they sought assistance from God. There were 2 persons who listed other sources: one from her fiancée and one from an "expert in the field."

Only 5 persons or 1.8 per cent sought assistance from the school. This might be interpreted as indicating a lack of need for a guidance program by the University of Oklahoma. However, in question 4, which asked whether the University of Oklahoma should offer counseling services, there were 193 individuals who indicated it should. The only service provided currently in all extension centers is advisement on enrollment.

TABLE 8

TOTAL RESPONSES AND PERCENTAGES FROM 276 ADULT STUDENTS TO QUESTION "WHEN FACED WITH A DIFFICULT PROBLEM WHAT ARE YOU MOST LIKELY TO DO?"

Action	Number	Per Cent
Seek advice	111	40.2
Worry and do nothing	2	.7
Do nothing and hope for the best	4	1.4
Seek a solution and am willing to take the consequence	154	55.8
Run away	1	.4
Pray	3	1.1
Other	1	.4
Total	276	100.0

Table 8 shows the number and per cent of replies to the question, "When faced with a difficult problem what are you most likely to do?" Of the 276 adult students replying to this question, 154 or 55.8 per cent sought a solution and were willing to take the consequences of their de-

cision. Three persons said they prayed. All others either indicated they sought advice or were unable to cope with the problem. From Table 8 it will be noted that this latter group, comprising about 44 per cent of the total number, would be expected to need outside help in solving their problems. It cannot be expected that all would go to a guidance service offered by a university or that such services might be able to help all people with all problems. If such services were available, however, it seems likely that some of those who do not currently seek outside help might avail themselves of this assistance.

Table 9 on the following page gives a tabulation by areas of the responses to the statement, "Indicate, or comment on, other problems that appear to be important to you which have not appeared in the statements." A total of 147 students listed problems. These were tabulated by the areas to which the problem related.

Home and Family was the only area to show a larger ratio of problems to this item than to the responses in the check list. Problems listed in this area included such responses as: "nagging wife," "marital problems," and "how to rear a family." The most frequent replies were in the area of Current Educational Problems which had the highest per cent of problems in the check list. Problems listed in this area included such responses as: "planning schedules," "availability of scholarships," "placement tests," and "educational opportunities."

The last question asked was, "Do you think that the University of Oklahoma should offer counseling assistance. If so, in what area?" As has been previously stated, 193 answered affirmatively. Five students wrote "no" and 78 left this question unanswered.

TABLE 9

TOTAL NUMBER OF OTHER PROBLEMS AS INDICATED BY 276 ADULT STUDENTS

Problem Areas	Number
Employment and Economic Security	28
Health	4
Current Educational Problems	38
Social Personality	7
Self-Improvement	23
Home and Family	32
Personality Introspect	8
Moral and Spiritual Value	12
No reply	129

Plummer<sup>1</sup> reported that 139 adults who had enrolled in a class in aptitude counseling to learn of their abilities, listed six areas in which they would like additional counseling: (1) education, (2) personality, (3) vocational, (4) budget and investments, (5) marriage, and (6) religion. The desired areas of the Plummer Study show a similarity to the desired counseling areas of this study.

Table 10 lists the general areas of suggested counseling services and the number in each area.

In addition to these suggestions 9 persons answered "yes" but failed to give any suggested areas of counseling. In addition one stu-

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<sup>1</sup>Robert H. Plummer, "An Experiment in Counseling," Adult Education, Vol. IX No. 1 (Autumn, 1958), 31-35.

dent wrote, "similar to that offered on the campus." Fourteen adults mistakenly defined an area as location and suggested it should take place in a specified city such as Oklahoma City, Midwest City, and Del City.

TABLE 10  
DESIRABILITY OF AREAS OF COUNSELING AS  
INDICATED BY 193 ADULT STUDENTS

Area	Number
Educational	69
Vocational	61
Test (aptitude and intelligence)	26
Marriage	25
Personal	8
Financial	5
Spiritual	5
Human relations	3
Moral	2
Mental	2

#### Summary

As indicated in Table 6 the most frequent area of potential problems of adult students was in the area of Current Educational Problems and Self-Improvement. Over 30 per cent of the respondents indicated possible problems in these areas. Next in frequency was the area of Econo-

mic Security with 20 per cent of the responses in the probable problem category. The areas of Moral and Spiritual Values and Health had the fewest responses with only 7 per cent indicating problems.

The questionable area was fairly constant with a range of only 13 per cent. As might be expected, there were more questionable problems associated with daily living. In situations which are encountered less often by society the frequency of indicated problems decreases.

The majority of the adult students needing help in solving their problems went to their spouses or friends. Only 1.8 per cent sought assistance from the school. However, 193 persons or 69 per cent of the total thought the University of Oklahoma should offer counseling services. The majority of the students indicated that these services should be offered in the following areas: (1) educational counseling, (2) vocational counseling, (3) testing service, and (4) marriage counseling. It can be anticipated that a number of adult students will need help in solving their problems, since 40 per cent indicated they sought advice when faced with a difficult problem.



### CHAPTER III

#### RELATIONSHIP OF SEX AND MARITAL STATUS TO THE PROBLEMS OF ADULT EXTENSION STUDENTS

This chapter gives the findings as they related to the factors of Sex and Marital Status. Chapter IV gives an analysis of the findings as they related to the factors of Age and Occupation.

##### Sex

In setting up the hypothesis for this study it was assumed that there would be differences in the problems of men and women. Tables 11, 12, and 13 giving the number and per cent of problems in each area were prepared in order that any difference might be better recognized. It will be noted from these tables that the differences were less than anticipated. There was a 1.1 per cent difference in the totals in the category of probable problems and less than one per cent in the questionable and few or no problem categories. In order to determine if the differences existing between the areas of the two sexes were significant the formula for obtaining critical ratios based on the standard error of the difference between two different populations was used.<sup>1</sup>

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (New York: Van Nostrand Press, 1951), pp. 218-220.

$$CR = (P_1 - P_2) \div \delta D\%$$

$$\delta D\% = 100 \frac{P_1 q_1}{N_1} - \frac{P_2 q_2}{N_2}$$

CR = Critical ratio

p = The proportion of times the given event occurs

q = 1 - p

N = The number of cases

P = The percentage

Using this formula the only significant difference in the areas as shown in Table 11 on the following page would be in the area of Personality Introspect and this difference would be significant at the .01 level of confidence. In the area of Health with a 2 per cent difference between the sexes the difference would be significant only at the .10 level of confidence and must be disregarded as must the minor difference in the other areas.

There would be no significant differences in any of the areas in the questionable problem category (Table 12). There would be a significant difference in the few or no problem category (Table 13) in the area of Personality Introspect. This difference would be significant at the .01 level.

#### Employment and Economic Security

In considering the differences of individual items it must be remembered that there was a ratio of approximately three males to one female. In the area of Employment and Economic Security there was no woman who indicated a "constant" problem on the item of making ends meet and worrying about security in old age, but 7 men indicated they had difficulty in making ends meet and worried about security in old age.

TABLE 11

NUMBER AND PER CENT OF PROBABLE PROBLEMS BY SEX  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas		Female 66	Male 210
Employment and Economic Security	No.	128	427
	%	19	20
Health	No.	57	147
	%	9	7
Current Educational Problems	No.	252	801
	%	38	38
Social Personality	No.	99	273
	%	15	13
Self-Improvement	No.	195	672
	%	30	32
Home and Family	No.	94	230
	%	14	11
Personality Introspect	No.	127	293
	%	19	14
Moral and Spiritual Value	No.	46	157
	%	7	8
Total	No.	998	3,000
	%	18.9	17.8

TABLE 12

NUMBER AND PER CENT OF QUESTIONABLE PROBLEMS BY SEX  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas		Female 66	Male 210
Employment and Economic Security	No.	123	462
	%	19	22
Health	No.	89	250
	%	13	12
Current Educational Problems	No.	130	456
	%	20	22
Social Personality	No.	147	480
	%	22	23
Self-Improvement	No.	146	453
	%	22	22
Home and Family	No.	120	417
	%	18	20
Personality Introspect	No.	160	477
	%	24	23
Moral and Spiritual Value	No.	64	216
	%	10	10
Total	No.	979	3,211
	%	18.5	19.1

TABLE 13

NUMBER AND PER CENT OF FEW OR NO PROBLEMS BY SEX  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas		Female 66	Male 210
Employment and Economic Security	No.	409	1,211
	%	62	58
Health	No.	514	1,703
	%	78	81
Current Educational Problems	No.	278	843
	%	42	40
Social Personality	No.	414	1,347
	%	63	64
Self-Improvement	No.	319	975
	%	48	46
Home and Family	No.	446	1,453
	%	68	69
Personality Introspect	No.	373	1,330
	%	57	63
Moral and Spiritual Value	No.	550	1,727
	%	83	82
Total	No.	3,303	10,589
	%	62.6	63.1

In the item concerned with working conditions 4 women indicated they were "unsatisfactory" compared with only 6 men. There was a slight indication from these answers that men may feel a greater financial responsibility than women.

The ratio for those checking "off and on" is about the same ratio as in the probable problem category except for the item of security in old age where 53 men indicated they worry "off and on" while only 6 women responded similarly. This compares with 33 men and 19 women who indicated a probable problem on this item.

#### Health

In the area of Health there was almost complete correlation on the answers of all items between the men and women in all three response categories with the exception of the item on feeling tired. There was some slight indication from the responses given that women tended to feel tired a little more often than men.

#### Current Educational Problems

The largest area of probable problems for both sexes was in Current Educational Problems. The men checked more items in the category of probable problems than did the women in this area. There was some indication that the men felt they did not understand school procedures and requirements as well as the women, could be benefited by taking tests of their abilities, and needed financial assistance to go to school. The greatest difference was that of reading where 42 men felt they had difficulty in reading as compared with 9 women. The women indicated more problems proportionately than the men on the items of needing help in sub-

ject matter and disliking school.

In the questionable problem category there was some showing that the men might have more problems on the items of needing to improve their ability to study, needing to take tests of ability, and needing help in subject matter. The women indicated their incipient problems might be greater on the item of reading.

#### Social Personality

The women reported more problems according to their numbers than the men did in the area of Social Personality. The ratios were very close again with the exception of the item on liking to work alone where 29 women said they liked to work alone compared with 65 men. The type of work that men and women did may be one reason for the proportionally larger number of women giving this response.

In the responses in the questionable problem category there were a few more by the men than the women. On the first item the women tended to become embarrassed easier. They also checked a larger number of responses on the item of tending to exaggerate their own importance. The men gave a slightly greater response on the items of feeling superior to their friends, instinctively disliking some people, enjoying an argument or fight, and feeling others get the breaks.

#### Self Improvement

The men indicated more probable problems in the area of Self-Improvement than did the women. The questionable problems were about the same. The men saw a slightly greater need to improve themselves in culture, leadership, etiquette, and conversation.

## Home and Family

In the area of Home and Family only one woman said that she quarreled with others "often" while two men said they "constantly" quarreled and seven quarreled "often". Six men thought that relatives interfered "constantly" and ten others thought that relatives interfered "often" while only three women felt that relatives interfered "often". Proportionally nearly twice as many women as men indicated they did not want love and affection. This was also true of the item on wanting to get away from the family. This trend of the relative differences between men and women was continued in the questionable problem category with the result that the category of few or no problems differed considerably according to sex.

There were 41 single women compared with 62 men. Agreement was close on all items. The greatest difference was found on the item of irritation by members of the family. Four women found this a problem compared with 10 men. In the questionable responses the men indicated that they were more inclined to feel that their parents failed to understand them, while the women tended to be a little more homesick than did the men.

There were 148 men who were married compared with 25 women or about a five to one ratio. Only on the last two items was there much disagreement. Four women compared with 10 men became irritated by their mates. The greatest difference was on who carried all the burdens of the home where 7 in each group felt they carried the load. The women who responded that a problem occurred "off and on" seemed to feel that they needed advice about marriage problems and thought about divorcing their



mate more frequently than did the men. The men gave a higher response to problems of a questionable nature on the items of becoming irritated by their mates and feeling they were carrying the load at home.

#### Personality Introspect

As has been noted there was a significant difference in the number of problems in the area of Personality Introspect. The women indicated a proportionately larger number of problems in the areas of having a guilty conscience, tending to exaggerate, feeling blue and moody, finding their mind wandering, and taking things too seriously. Only on the item of insanity did the men show a proportionately greater number. Three men indicated they thought they were going insane compared with no woman. The women gave a higher ratio of "off and on" responses to the items of wishing to break a bad habit and thinking they were going insane than did the men. The men in the category of questionable problems indicated a higher response to the items of exaggeration and feeling blue and moody.

#### Moral and Spiritual Values

In the area of Moral and Spiritual Values the men showed a few more problems than did the women. There was a slight indication that the men felt that beautiful things were not as important as functional things. They also seemed to favor the use of power and force to solve the world's problems. The other items showed very slight discrepancies.

#### Problem Solving

Table 14 gives the responses by Sex to the question, "When you need assistance in solving personal problems to whom do you usually go?"

TABLE 14

NUMBER AND PER CENT OF RESPONSES BY SEX OF 276 ADULTS  
TO QUESTION, "WHEN YOU NEED ASSISTANCE IN  
SOLVING A PROBLEM TO WHOM DO YOU GO?"

		Male 210	Female 66
Friends	No.	58	14
	%	27.6	21.2
Wife or husband	No.	81	15
	%	38.6	22.7
Other relatives	No.	28	15
	%	13.3	22.7
School	No.	2	3
	%	1	4.5
Employer	No.	4	5
	%	1.9	7.7
Minister	No.	21	3
	%	10	4.5
Others:			
Self	No.	11	7
	%	5.2	10.6
Miscellaneous	No.	2	0
	%	1.0	0
God	No.	3	4
	%	1.4	6.1
Totals	No.	210	66
	%	100	100

In interpreting this table it is to be noted that 148 men or 70 per cent were married while only 25 women or 38 per cent were married. Where the person goes for assistance in problem solving is determined to some extent by marital status. Table 14 shows that 38.6 per cent of the men go to their wives for assistance as compared with only 22.7 per cent of the women to their husbands. In the case of married respondents, however, assistance from the spouse was checked by 54.8 per cent of the men and 60 per cent of the women. This also accounts for the difference in the frequency of going to other relatives for help. The single individuals were more inclined to seek assistance from relatives than are the married persons. The marital factor could also be noted in other sources from Table 19. The sources of minister, self, and God appeared to be unrelated to marital status and are significantly different.

Table 15 was prepared to show the responses of the students to the question, "When faced with a difficult problem what are you most likely to do?" It should be noted that the women seemed to be more prone to seek advice in problem solving than did the men. On the other hand the men were more apt to seek a solution and were willing to take the consequences of their decision. There was a slight indication that the women were inclined to do nothing and hope for the best. There was little difference in the other probable actions.

The largest number of students, over 50 per cent, indicated they sought a solution and were willing to accept the results of this decision. Only one student indicated he ran away and would not face the situation. The men listed 4 actions other than appeared in the check list while the women listed none. Three of the men said they prayed and the other said he talked it over with his wife.

TABLE 15

NUMBER AND PER CENT OF RESPONSES BY SEX OF 276 ADULT  
STUDENTS TO QUESTION, "WHEN FACED WITH A DIFFICULT  
PROBLEM WHAT ARE YOU MOST LIKELY TO DO?"

Action		Male 210	Female 66
Seek advice	No.	78	33
	%	37.1	50.0
Worry	No.	1	1
	%	.5	1.5
Do nothing	No.	1	3
	%	.5	4.5
Seek solution	No.	125	29
	%	59.5	44.0
Run away	No.	1	0
	%	.5	0
Others	No.	4	0
	%	1.9	0
Totals	No.	210	66
	%	100	100

The respondents were asked to list other problems that did not appear in the list of items and which seemed important to them. These problems were classified according to the eight general areas. Some adults listed more than one problem as Table 16 on the next page shows.

The general tendency was to give about the same responses to this item as to the check list. The major difference came in the area of Home and Family. There was a decided increase in the number of suggestions of problems in this area from the women.

TABLE 16

NUMBER OF OTHER PROBLEMS BY SEX  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas	Female 66	Male 210
Employment and Economic Security	7	21
Health	1	3
Current Educational Problems	9	29
Social Personality	2	5
Self-Improvement	5	18
Home and Family	14	18
Personality Introspect	3	5
Moral and Spiritual Value	3	9
No reply	24	105

The last question in the questionnaire asked, "Do you think the University of Oklahoma should offer counseling assistance? If so, in what areas?" Approximately 70 per cent of the 276 respondents thought that the University of Oklahoma should offer counseling services. Of the total of 193 answering yes 51 were women and 142 men.

The students answering yes listed a total of 207 items which were classified under broad categories. Table 17 on the following page was prepared to give the number desiring counseling in specific areas.

In only four areas was the number of suggestions over ten. More than half of the responses suggested counseling in educational and vocational problems. In the area of testing the number of men desiring test-

ing and counseling on aptitudes and abilities was far out of proportion to the women. Although the number was about the same in those desiring marriage counseling, the difference in ratio of men and women indicated a greater proportion of women desired counseling in this area.

TABLE 17

193 ADULT STUDENTS REPORTING BY SEX  
ON DESIRABILITY OF COUNSELING AREAS

	Female 51	Male 142
Educational	20	49
Vocational	12	49
Testing	3	23
Marriage	11	14
Personal	3	5
Financial	2	3
Spiritual	3	2
Human	2	1
Moral	2	0
Mental	0	2
Location	5	9
Other	0	1
Total	63	158

#### Summary

The study revealed little difference between the problems of men

and women. The only area of significant difference was Personality Introspect.

Certain generalization can be drawn from the single item responses. There was some indication that men were more concerned over immediate and future security than women. Similarly, the men were more anxious to know of their aptitudes and abilities. The men tended to be more aggressive than women. They were more likely to believe that power and force could solve many problems.

In the area of marriage a greater ratio of women indicated concern over many of its problems. Female students tended to have a guilty conscience and to feel blue and moody. There was an indication that women were more likely to seek advice than the men.

#### Marital Status

It was expected that there would be a number of significant differences existing between married and single persons. However, there were few differences between the two groups. The number of widowed persons was so small that they are reported only in the appendix. Tables 17, 18, and 19 give the responses to the questionnaire items as reported by the married and single students.

In the category of probable problems only two areas differ significantly. The area of Home and Family showed a difference significant at the .01 level of confidence. The area of Personality Introspect was also significantly different at the .01 level of confidence.

In the area of Employment and Economic Security there was considerable difference shown on the item, "use your best abilities in your present job." There was no response from the single group while 17 of the

married group checked this item. The single group tended to worry about their health more, to go to a doctor, sleep less easily and soundly, and have eye trouble. They also checked the item, "like to go to school," more frequently than the married persons.

In the area of Social Personality the single students showed some inclination to be influenced by other people, to be dissatisfied with their appearance and instinctively to dislike some people. The married students liked to argue or fight more than did the single students.

The married group was more inclined to feel education was the basis of success while the single group found it less difficult to converse with others. The single group also was more wanting in love and affection. In the married group three persons thought they might be going insane but none of the single persons indicated this. The married persons felt that bad tempers were more of a problem while the single group was more likely to feel moody. The single students were more inclined to doubt the value of prayer.

In the questionable problem category there was no significant difference. There was some reversal of position in the frequency of problems in the area of Home and Family.

In the category of few or no problems the area of Employment and Economic Security was significantly different at the .02 level of confidence and the group differed on Personality Introspect at the .01 level.

It should be noted that differences in the areas and in the items may be accounted for in part by the age difference of the two groups. The single group had a younger average age than the married group.



TABLE 18

NUMBER AND PER CENT OF PROBABLE PROBLEMS BY MARITAL STATUS  
AS REPORTED BY 270 ADULT STUDENTS

Problem Areas		Single 97	Married 173
Employment and Economic Security	No.	176	363
	%	18	21
Health	No.	82	119
	%	8	7
Current Educational Problems	No.	362	667
	%	37	38
Social Personality	No.	147	219
	%	15	13
Self-Improvement	No.	306	545
	%	32	32
Home and Family	No.	139	172
	%	14	10
Personality Introspect	No.	175	239
	%	18	14
Moral and Spiritual Value	No.	70	131
	%	7	8
Total	No.	1,457	2,455
	%	18.8	17.7

TABLE 19

NUMBER AND PER CENT OF QUESTIONABLE PROBLEMS BY MARITAL STATUS  
AS REPORTED BY 270 ADULT STUDENTS

Problem Areas		Single 97	Married 173
Employment and Economic Security	No.	191	386
	%	20	22
Health	No.	115	214
	%	12	12
Current Educational Problems	No.	212	360
	%	22	21
Social Personality	No.	214	402
	%	22	23
Self-Improvement	No.	199	385
	%	20	22
Home and Family	No.	173	356
	%	18	21
Personality Introspect	No.	231	388
	%	24	22
Moral and Spiritual Value	No.	107	166
	%	11	9
Total	No.	1,442	2,657
	%	18.6	19.2

TABLE 20

NUMBER AND PER CENT OF FEW OR NO PROBLEMS BY MARITAL STATUS  
AS REPORTED BY 270 ADULT STUDENTS

Problem Areas		Single 97	Married 173
Employment and Economic Security	No.	603	981
	%	62	57
Health	No.	773	1,397
	%	80	81
Current Educational Problems	No.	396	703
	%	41	41
Social Personality	No.	609	1,109
	%	63	64
Self-Improvement	No.	465	800
	%	48	46
Home and Family	No.	658	1,202
	%	68	69
Personality Introspect	No.	564	1,103
	%	58	64
Moral and Spiritual Value	No.	793	1,433
	%	82	83
Total	No.	4,861	8,728
	%	62.6	63.1

Table 21 on the following page sets forth the responses by sex to the question, "When you need assistance in solving a personal problem to whom do you usually go?" One of the response categories, "wife or husband", precluded answers from the single persons and may account for the differences in other answers since 55 per cent of the married persons sought help from their spouses. Significant differences existed between the two groups in the resources of friends, other relatives, and employers. Since so many married persons sought advice from their husbands or wives and a large per cent of the single persons sought advice from relatives and friends, there appeared to be some relationship of the availability as to whom a person goes to for advice.

Table 22 on page 61 was prepared to give the responses of the adult students to the question, "When faced with a difficult problem, what are you most likely to do?" It could be noted that well over 90 per cent of the total either "seek advice" or "seek a solution and am willing to take the consequences." These two areas also accounted for the only significant differences between the two groups. The single persons were more prone to seek advice while the married persons seek a solution.

In the next item on the questionnaire the students were asked to list other problems that appeared important to them. The responses were tabulated under the eight areas of this study and appear in Table 23 on page 62. The same ratio as given in the check list is maintained with one exception. In the area of Home and Family, the single persons indicated more problems.

In answer to the question as to whether the University of Okla-

TABLE 21

NUMBER AND PER CENT OF RESPONSES BY MARITAL STATUS OF 270  
ADULT STUDENTS TO QUESTION, "WHEN YOU NEED ASSISTANCE  
IN SOLVING A PROBLEM TO WHOM DO YOU GO?"

Source		Single 97	Married 173
Friends	No.	37	33
	%	38.2	19.1
Wife or husband	No.	0	96
	%	0	55.5
Other relatives	No.	29	13
	%	29.8	7.5
School	No.	3	2
	%	3.1	1.1
Employer	No.	7	2
	%	7.2	1.1
Minister	No.	9	15
	%	9.4	8.7
Others:			
Self	No.	7	9
	%	7.2	5.3
God	No.	4	2
	%	4.1	1.1
Miscellaneous	No.	1	1
	%	1.0	.6
Total	No.	97	173
	%	100	100

homa should provide counseling assistance, 64 from the single group and 125 from the married group said yes. Table 24 on page 63 sets forth the suggested areas of counseling and the number in each area. The married group showed a larger ratio wanting vocational guidance than did the single group. The single persons showed a larger percentage only in the areas of marriage. In the area of moral counseling two single persons said this was important while none of the married individuals listed it.

TABLE 22

NUMBER AND PER CENT OF RESPONSES BY MARITAL STATUS OF 270  
ADULT STUDENTS TO QUESTION, "WHEN FACED WITH A DIFFICULT  
PROBLEM WHAT ARE YOU MOST LIKELY TO DO?"

Action		Single 97	Married 173
Seek advice	No.	46	64
	%	47.4	37.0
Worry	No.	1	1
	%	1.0	.6
Do nothing	No.	2	1
	%	2.1	.6
Seek solution	No.	47	103
	%	48.5	59.5
Run away	No.	0	1
	%	0	.6
Others	No.	1	3
	%	1.0	1.7
Totals	No.	97	173
	%	100	100

TABLE 23

NUMBER OF OTHER PROBLEMS BY MARITAL STATUS  
AS REPORTED BY 270 ADULT STUDENTS

	Single 97	Married 173
Employment and Economic Security	12	16
Health	1	3
Current Educational Problems	14	24
Social Personality	2	5
Self-Improvement	9	14
Home and Family	21	11
Personality Introspect	2	6
Moral and Spiritual Value	5	7
No reply	29	97

#### Summary

Only two areas of significant differences existed between married and single students in the category of probable problems. The two areas were Personality Introspect and Home and Family. There were no differences in the questionable category. Personality Introspect showed a significant difference in the few or no problem category as did the area of Employment and Economic Security.

The single item responses seemed to confirm some traditional thoughts. The single persons indicated more problems in being dissatisfied with their appearance, worrying about their health, wanting love,

being moody, and instinctively disliking some people. The married persons showed a higher ratio of liking to argue or fight.

TABLE 24  
189 ADULT STUDENTS REPORTING BY MARITAL STATUS  
ON THE DESIRABILITY OF COUNSELING AREAS

	Single	Married
Educational	25	44
Vocational	13	48
Testing	10	16
Marriage	12	13
Personal	3	5
Financial	2	3
Spiritual	2	3
Human	2	1
Moral	2	0
Mental	1	1
Location	6	8
Other	1	0
Total	79	142

Since a majority of married persons sought help from their spouses when faced with a difficult problem, nearness may be a factor when seeking help. Most of the students indicated that when they were faced with a difficult problem they either sought advice or a solution.



In listing additional problems the ratio was very similar to the check list response. Desirability of counseling by the University of Oklahoma was indicated by a sizeable majority.

## CHAPTER IV

### RELATIONSHIP OF AGE AND OCCUPATIONS TO THE PROBLEMS OF ADULT EXTENSION STUDENTS

Two other factors which might account for differences in personal problems are age and occupation of the individual. This chapter gives an analysis of the data as it relates to these two factors.

#### Age

Other studies dealing with differences in the problems of age groups have pointed up significant differences. Tables 25, 26, and 27 were prepared to show the problems as classified by areas and reported by the age groups of the adult students taking part in this study. In the total of all responses in the category of probable problems there was a significant difference between the under 21 age group and all other groups at the .01 level of confidence, except for the over 50 age group which showed no significant differences. It should be noted again that the limited number in the over 50 group was so small that it should not be considered a reliable measure. There were only 19 adults in the 46-50 age group.

The difference in problems between the 21-25 age group and the 36-40 age group was significant at the .02 level of confidence. The 21-25 age group also differed from the 41-45 age group at the .01 level. There was a difference at the .05 level between the age group over 50

TABLE 25

NUMBER AND PER CENT OF PROBABLE PROBLEMS BY  
AGE OF 276 ADULT STUDENTS

		Under							Over
		21	21-25	26-30	31-35	36-40	41-45	46-50	50
Problem Areas		26	77	58	35	25	27	19	9
Employment and Economic Security	No.	62	170	120	67	35	55	31	15
	%	24	22	21	19	14	20	16	17
Health	No.	28	43	44	27	21	13	14	14
	%	11	6	7	8	8	5	7	16
Current Educa- tional Problems	No.	116	307	216	134	90	98	68	24
	%	45	40	37	38	36	36	36	27
Social Personality	No.	49	107	75	46	32	33	20	10
	%	19	14	13	13	13	12	11	11
Self- Improvement	No.	95	241	179	109	78	81	55	29
	%	37	31	31	31	31	30	29	32
Home and Family	No.	46	99	68	46	15	16	19	15
	%	18	13	12	13	6	6	10	17
Personality Introspect	No.	46	136	70	33	39	35	38	23
	%	18	18	12	9	16	13	20	26
Moral and Spiritual Value	No.	20	66	39	23	18	11	15	11
	%	8	9	7	7	7	4	8	12
Total	No.	462	1,162	811	485	321	342	260	141
	%	22.2	18.9	17.5	17.3	16.1	15.8	17.1	19.6

TABLE 26

NUMBER AND PER CENT OF QUESTIONABLE PROBLEMS  
BY AGE OF 276 ADULT STUDENTS

Problem Areas		Under							Over
		21 26	21-25 77	26-30 58	31-35 35	36-40 25	41-45 27	46-50 19	50 9
Employment and Economic Security	No.	51	150	134	72	55	52	46	25
	%	19	20	23	21	22	19	24	28
Health	No.	21	87	56	44	39	38	35	19
	%	8	11	10	12	16	14	19	21
Current Educa- tional Problems	No.	60	150	125	59	60	62	45	25
	%	23	19	22	17	24	23	24	28
Social Personality	No.	54	174	131	72	66	62	50	18
	%	21	23	23	21	26	23	26	20
Self- Improvement	No.	50	150	127	83	59	67	44	19
	%	19	20	22	24	24	25	23	21
Home and Family	No.	56	154	123	76	35	48	35	10
	%	21	20	21	22	14	18	18	11
Personality Introspect	No.	64	180	149	73	49	63	40	19
	%	24	23	26	21	19	23	21	21
Moral and Spiritual Value	No.	39	86	65	22	22	29	8	9
	%	15	11	11	6	9	11	4	10
Total	No.	405	1,131	917	516	385	422	303	144
	%	19.5	18.3	19.8	18.4	19.2	19.6	19.9	20.0

TABLE 27

NUMBER AND PER CENT OF FEW OR NO PROBLEMS  
BY AGE OF 276 ADULT STUDENTS

Problem Areas	Under								Over
	21 26	21-25 77	26-30 58	31-35 35	36-40 25	41-45 27	46-50 19	50 9	
Employment and Economic Security	No. 147 % 57	450 58	326 56	211 60	160 64	163 61	113 60	50 55	
Health	No. 211 % 81	640 83	480 83	279 80	190 76	219 81	141 74	57 63	
Current Educa- tional Problems	No. 84 % 32	313 41	239 41	147 45	100 40	110 41	77 40	41 45	
Social Personality	No. 157 % 60	489 63	374 64	232 66	152 61	175 65	120 63	62 70	
Self- Improvement	No. 115 % 40	379 49	274 47	158 45	113 48	122 45	91 48	42 47	
Home and Family	No. 158 % 60	517 67	389 67	228 65	200 80	206 76	136 72	65 72	
Personality Introspect	No. 150 % 58	454 59	361 62	244 70	162 65	172 64	112 59	48 53	
Moral and Spiritual Value	No. 201 % 77	618 80	476 82	305 87	210 84	230 85	167 88	70 78	
Total	No. 1,213	3,867	2,912	1,799	1,294	1,396	957	435	

and the 36-40 age group, and the 45-50 age group.

In the questionable problems category there was no significant difference in the totals. In the category of few or no problems there were no new significant differences that did not exist in the probable problem category.

#### Employment and Economic Security

Although the differences in the total of all problems was important, a better insight into the differences could be obtained by a comparison of each area. As can be noted from Table 24, in the area of Employment and Economic Security the under 21 age group differed significantly from the 36-40 group at the .01 level and from the 46-50 group at the .05 level. These differences were caused primarily by their apparent greater concern with financial matters and need for advice on vocational abilities accounted for these differences. The 21-25 age group differed from the 36-40 age group at the .01 level and from the 36-50 age group at the .05 level. The 26-30 and the 36-40 age groups were significantly different at the .05 level of confidence.

There was no significant difference among the various age groups in the questionable problem category (Table 26). In the few or no problems category there was only one difference as shown in Table 27. The 31-35 and the over 50 age groups differed significantly at the .05 level of confidence.

#### Health

As was shown in Table 25, the under 21 and the over 50 age groups had the highest incidence of probable problems in the area of Health. The under 21 age group tended to have headaches, to worry about their

health, and to have eye trouble. The over 50 age group showed a tendency to take medicine, to feel tired, and to have eye trouble. The under 21 age group differed from the 21-25 age group at the .05 level of confidence and from the 41-45 age group at the .02 level. The over 50 age group showed a significant difference from the following age groups: 21-25 at the .02 level, 26-30 at the .05 level, 41-45 at the .02 level, and the 46-50 at the .05 level of confidence. The group with the fewest number of problems was the 41-45 age group who had only 5 per cent. This group was followed by the 21-25 age group with 6 per cent.

Table 26 shows that in the category of questionable problems there were more significant differences than in the category of probable problems. The over 50 age group was highest with 21 per cent followed by the 46-50 age group with 19 per cent. The under 21 age group showed a significant difference from the following age groups: 36-40 at the .05 level, 41-45 at the .05 level, 35-40 at the .01 level, and over 50 at the .01 level of confidence. The 21-25 age group differed from the 35-40 age group at the .02 level and with the over 50 age group at the .05 level. There were significant differences between the 26-30 age group and the following age groups: 36-40 at the .05 level, 35-40 at the .01 level, and the over 50 at the .05 level of confidence. The 31-35 age group differed from the 45-50 age group at the .05 level of confidence.

The only significant difference in the few or no problems category that could be observed in Table 27 was between the groups over 46 and the 21-25 age group and the 25-30 age group. The younger groups showed a higher percentage of fewer problems.

#### Current Educational Problems

In the area of Current Educational Problems, as can be noted from

Table 25, the under 21 and the 21-25 age groups had the highest proportion of probable problems with an incidence of 45 and 40 per cent respectively. The lowest ratio of probable problems was in the over 50 age group with 26 per cent. The area of Current Educational Problems had the largest number of probable problems for all age groups except for the over 50 age group who indicated more probable problems in the area of Self-Improvement. The two items most frequently checked were "need more time to study," and "need to improve your ability to study." There were a number of students who indicated that they wished to take tests of abilities. The item on needing financial assistance to go to school was checked most frequently by the three youngest age groups after which the checkings tapered off sharply.

The age groups between 26 and 50 showed fairly complete agreement with a difference of only 2 per cent. As might be expected the under 21 and the over 50 age groups showed the only significant differences from the other age groups. The under 21 age group differed significantly from the following age groups: 26-30 at the .05 level, 36-40 at the .05 level, 41-45 at the .05 level, and the over 50 at the .01 level of confidence. The over 50 age group differed from the 21-25 age group at the .02 level and from the 31-35 age group at the .05 level of confidence.

In the category of questionable problems Table 26 reveals a close agreement with only the 31-35 age group differing significantly with the 36-40 age group and the over 50 age group at the .05 level of confidence. The 31-35 age group indicated the fewest number of problems with 17 per cent. The highest percentage of problems checked was by the over 50 age



group who indicated 28 per cent.

Table 27 gives the few or no problem category. The under 21 age group was the only one which showed a significant difference and it differed significantly from all other age groups.

#### Social Personality

From Table 25 it could be noted that the range in the area of Social Personality was from 11 to 19 per cent. The under 21 age group had 19 per cent checking items in the probable problems category. This age group differed significantly from the following age groups: 26-30 at the .05 level, 31-35 at the .05 level, 41-45 at the .05 level, and the 46-50 at the .05 level of confidence.

In the questionable problem area (Table 26) there were no significant differences among any of the age groups. The highest percentage of responses checked was by the 36-40 and the 45-50 age groups with 26 per cent. The lowest percentage was the over 50 age group with 20 per cent.

There was only one significant difference in the category of few or no problems (Table 27). The difference was between the under 21 age group and the over 50 age group.

#### Self-Improvement

From Table 25 it can be determined that this area was the second most frequently checked by all age groups except the over 50 age group who indicated this as the highest frequency for all areas. The age groups in the span from 21 through 40 years of age all indicated 31 per cent incidence of the problems. The highest percentage of problems was by the

under 21 age group with 37 per cent and the lowest was by the 46-50 age group with 29 per cent. There was no significant difference among any of the age groups. The items "need to improve yourself culturally," "develop leadership qualities," and "improve your etiquette" were most frequently checked by all groups. The persons who were in their twenties and early thirties said they needed to develop a hobby.

This area in Table 26, the questionable problems category, showed no significant difference among any of the age groups. The range was from 19 to 25 per cent.

There were significant differences in the category of few or no problems as can be noted from Table 27. The under 21 age group differed from the following age groups: 21-25 at the .02 level, 36-40 at the .05 level, and the 46-50 at the .05 level of confidence.

#### Home and Family

Table 25 reveals considerable variations among the age groups in the area of Home and Family. The range was from 18 per cent for the under 21 age group to 6 per cent for the 36-40 and the 41-45 age groups. There were a number of significant differences existing among various age groups. The under 21 age group differed significantly from the following age groups: 26-30 at the .05 level, 36-40 at the .01 level, 41-45 at the .01 level, and 46-50 at the .02 level of confidence. There was a significant difference at the .01 level of confidence between the 21-25 age group and the 36-40 and the 41-45 age groups. The same difference existed between these last two age groups and the 26-30 age groups. The 36-40 age group and the over 50 age group differed significantly at the .02 level of confidence. The 41-45 age group also differed at the same

level from the over 50 age group.

The item most frequently checked in the area of Home and Family was that concerned with worrying about the family. On the items for single and married persons the number checked decreased from the younger age groups to the older age groups. The over 50 age group who were married checked no items in either the probable or questionable problems categories.

The two age groups which checked the fewest number of items in the questionable problems category in Table 26 were the 36-40 and the over 50 age groups. Both of these age groups differed significantly from several other age groups. The 36-40 age group differed from the following age groups; under 21 at the .05 level, 21-25 at the .05 level, 26-30 at the .02 level, and 31-35 at the .01 level of confidence. The over 50 age group differed from the same age groups as follows: under 21 at the .05 level, 21-25 at the .02 level, 26-30 at the .01 level, and 31-35 at the .01 level of confidence.

In the few or no problems category, as can be observed in Table 27, existed the greatest range for this area. The under 21 age group had 60 per cent and the 36-40 age group had 80 per cent. There was a clear line of demarcation existing midway in the total age range. In the groups who were over 36 the higher percentage indicated considerable fewer potential problems than for the younger age groups.

#### Personality Introspect

In the area of Personality Introspect, Table 25 shows more significant differences in the probable problems category among the age groups

than in any other area. There was a range of 17 per cent. The 31-35 age group had 9 per cent and the over 50 age group had 20 per cent. The under 21 age group differed at the .05 level of confidence from the 26-30 age group and at the .01 level of confidence from the 31-35 age group. There was a difference at the .01 level of confidence between the 21-25 age group and the 26-30 and the 31-35 age groups. The 21-25 age group also showed a significant difference at the .05 level of confidence from the 41-45 age group. A significant difference at the .01 level of confidence existed between the 26-30 age group and the 45-50 age group. This same difference was found between the 26-30 age group and the over 50 age group. The 31-35 age group differed from the following age groups: 36-40 at the .02 level, 45-50 at the .01 level, and the over 50 at the .01 level of confidence. In addition to the differences from the 21-25 age group, the group in the 41-45 age bracket differed from those in the over 50 age group at the .02 level.

The item most frequently checked was wishing to break a bad habit and finding your mind wandering. The 21-25 age group was the only group to have any persons checking the item, "think you are going insane." Three persons checked this item.

In the questionable problems category, Table 26 reveals that the range in differences was not great and the only significant difference was between the two extremes. The 26-30 age group checked 26 per cent of the items and the 36-40 age group checked 19 per cent. The difference between the groups was significant at the .05 level of confidence.

The 31-35 age group in the category of few or no problems (Table 27) differed significantly from all age groups except those between the

ages of 36-45. The over 50 age group differed significantly at the .02 level from the following age groups: 26-30 age group, 36-40 age group, and the 41-45 age group.

#### Moral and Spiritual Values

As can be determined from Table 25, the area of Moral and Spiritual Values had fewer problems than did any other area in the category of probable problems. The 41-45 age group had the lowest percentage with only 4 per cent of the students indicating probable problems. The over 50 age group had the highest incidence with 14 per cent reporting problems. The 41-45 age group differed from the 46-50 age group at the .01 level of confidence.

In Table 27 the two age groups at both ends of the scale showed the most differences in the few or no problems category. The under 21 age group differed significantly from the following age groups: 31-35 at the .02 level, 41-45 at the .05 level, and 46-50 at the .02 level of confidence. The over 50 age group showed differences from the 31-35 and the 46-50 age groups at the .05 level of confidence.

#### Problem Solving

Table 28 on the following page was prepared to show the responses by age groups to the question, "When you need assistance in solving a personal problem to whom do you usually go?" Those who listed friends as their source of help ranged from 42.3 per cent for the under 21 age group to 15.3 per cent for the 46-50 age group. The other age groups were in the second decile except for the 31-35 age group which had 31.4 per cent. Only 7.7 per cent of the under 21 age group went to their husband or wife.

TABLE 28

NUMBER AND PER CENT OF RESPONSES BY AGE OF 276 ADULT STUDENTS  
TO QUESTION, "WHEN YOU NEED ASSISTANCE IN SOLVING  
A PERSONAL PROBLEM TO WHOM DO YOU GO?"

Source		Under							Over
		21 26	21-25 77	26-30 38	31-35 35	36-40 25	41-45 27	46-50 19	50 9
Friends	No. %	11 42.3	18 23.4	13 22.4	11 31.4	6 24.0	8 29.6	3 15.8	2 22.2
Wife or husband	No. %	2 7.7	29 37.6	26 44.8	11 21.4	11 44.0	4 14.8	11 57.9	2 22.2
Other relatives	No. %	7 27.0	15 19.5	4 6.9	7 20.0	2 8.0	7 25.9	1 5.3	0 0
School	No. %	2 7.7	1 1.3	0 0	0 0	1 4.0	1 3.7	0 0	0 0
Employer	No. %	2 7.7	1 1.3	0 0	1 2.9	1 4.0	1 3.7	2 10.5	1 11.1
Minister	No. %	1 3.8	3 3.9	7 12.1	3 8.6	2 8.0	3 11.1	2 10.5	3 33.4
Others:									
Self	No. %	1 3.8	6 7.8	5 8.6	2 5.7	2 8.0	1 3.7	0 0	1 11.1
God	No. %	0 0	3 3.9	2 3.5	0 0	0 0	2 7.4	0 0	0 0
Miscellaneous	No. %	0 0	1 1.3	1 1.7	0 0	0 0	0 0	0 0	0 0
Total	No. %	26 100	77 100	58 100	35 100	25 100	27 100	19 100	9 100

However, this age group had the fewest married of any age group. As can be noted from Table 27, there was considerable difference between the age groups and there seemed to be no pattern.

Those who went to other relatives ranged from 27 per cent for the under 21 age group to none for the over 50 age group. There was considerable fluctuation of responses among the various age groups.

The only other source which had considerable variations was ministers. The over 50 age group was highest in seeking advice from a minister with 33.5 per cent and the under 21 age group was lowest with 3.8 per cent. Some age groups failed to mark any of the other sources. The responses to other sources was very infrequent by all age groups.

Table 29 which appears on the following page was prepared to show the responses of the various age groups to the question, "When faced with a difficult problem what are you most likely to do?" It could be noted that the under 21 age group, the 21-25 age group, and the 36-40 age group were all in the lower thirtieth percentile on the item of seek advice. The 26-30 age group, the 31-35 age group, the 41-45 age group, and the over 50 age group were in the fortieth percentile on the same item while the 46-50 age group was the highest with 68.4 per cent.

The replies to "seek a solution" placed the 46-50 age group lowest in the scale with 21.1 per cent. The over 50 age group marked 33.3 per cent. All the other age groups were in the fiftieth and sixtieth percentiles.

The over 50 age group had 11.1 per cent who worried and did nothing and the 21-25 age group had 1.3 per cent. All of the other age groups had no response to this item.

TABLE 29

NUMBER AND PER CENT OF RESPONSES BY AGE OF 276 ADULT STUDENTS TO QUESTION, "WHEN FACED WITH A DIFFICULT PROBLEM WHAT ARE YOU MOST LIKELY TO DO?"

		Under							Over
		21	21-25	26-30	31-35	36-40	41-45	46-50	50
		26	77	58	35	25	27	19	9
Seek advice	No.	8	25	25	15	8	13	13	4
	%	30.8	32.5	43.1	42.9	32.0	48.1	68.4	44.5
Worry	No.	0	1	0	0	0	0	0	1
	%	0	1.3	0	0	0	0	0	11.1
Do nothing	No.	1	1	1	0	1	0	0	0
	%	3.9	1.3	1.7	0	4	0	0	0
Seek solution	No.	16	49	30	20	16	14	4	3
	%	61.6	63.6	51.8	57.1	64.0	51.9	21.1	33.3
Run away	No.	0	1	0	0	0	0	0	0
	%	0	1.3	0	0	0	0	0	0
Others	No.	1	0	2	0	0	0	2	1
	%	3.8	0	3.5	0	0	0	10.5	11.1
Total	No.	26	77	58	35	25	27	19	9
	%	100	100	100	100	100	100	100	100

The information secured from the responses to, "other problems that seem important," was tabulated in Table 30 which is given on the following page. In the area of Home and Family there was a decided increase in the number of problems listed by the first two age groups.

Apparently, the younger the person is, the more problems he will have. There was a decided break in the number of problems after the persons reached 35 years of age. It will be noted that the 36-40 and the over 50 age groups reported no other problems in this area.



TABLE 30

NUMBER OF OTHER PROBLEMS BY AGE AS  
REPORTED BY 147 ADULT STUDENTS

	Under 21	21-25	26-30	31-35	36-40	41-45	45-50	Over 50
	21	42	23	16	14	14	10	7
Employment and Security	3	6	5	4	3	4	2	1
Health	0	0	0	0	1	0	1	2
Current Educational Problems	5	8	6	5	5	4	4	1
Social Personality	1	3	2	1	0	0	0	0
Self-Improvement	3	5	4	3	3	3	1	1
Home and Family	9	16	2	1	0	2	2	0
Personality Introspect	1	3	2	1	0	1	0	0
Moral and Spiritual Value	1	4	2	1	2	0	0	2
Total	23	45	23	16	14	14	10	7

There was no check list for this question. The adult students wrote in the suggested areas which were then tabulated in the above table. The under 21 age group suggested such areas as: "need for help in choosing a vocation," "race prejudices," and "want classes in the afternoon." The older age groups gave such problems as: "how to support a family after retirement," "how to develop a hobby," and "how to establish a goal in life." The age groups under 35 gave such areas as: "need help

in time scheduling," "nagging wife," "need to be helped in determining what is important," and "how to get a college education."

To the question, "Do you think the University of Oklahoma should offer counseling assistance?" all of the students under 21 wrote yes. In the 21-25 age group 53 answered yes and one person said no. The largest number failing to reply to the question was in the 26-30 age group. Thirty-four failed to answer the question in this group and 25 answered in the affirmative. Twenty-five of the 31-35 age group thought this service should be provided and 18 of the 36-40 age group agreed. The next two age groups had 25 and 15 respectively answering yes and there were 8 in the over 50 age group who gave a similar response. The age groups in the 36-50 age range gave the rest of the no replies.

Table 31 was prepared to show the counseling areas desired by the various age groups and appears on page 82. The younger age groups showed a greater number desiring counseling in the areas of educational, vocational, and marital counseling. In the area of counseling for marriage those under 26 years of age showed more than four times as many indicating a need for this service as for the older students.

As has been pointed out previously, the responses were written in by the student and then classified according to the type of counseling service indicated. Following were some of the suggestions for counseling as written by the individuals on their questionnaires: "morals," "birth control," "school procedures and requirements," "home budgeting," "help to find a suitable field in which to work," "educational advantages," and "ambitions and aptitudes."

TABLE 31

193 ADULT STUDENTS REPORTING BY AGE ON  
THE DESIRABILITY OF COUNSELING AREAS

	Under 21 26	21-25 53	26-30 25	31-35 25	36-40 18	41-45 25	45-50 15	Over 50 8
Educational	9	16	11	9	7	9	5	3
Vocational	10	14	10	8	6	8	4	1
Testing	2	7	2	5	4	3	2	1
Marriage	10	10	1	0	0	3	1	0
Personal	2	2	0	2	1	0	0	1
Financial	1	2	0	0	0	0	1	1
Spiritual	0	0	1	1	0	1	1	1
Human	0	0	0	2	0	0	1	0
Moral	2	0	0	0	0	0	0	0
Mental	0	2	0	0	0	0	0	0
Location	3	6	2	0	0	0	1	2
Other	0	1	0	0	0	0	0	0
Total	39	60	27	27	18	24	16	10

### Summary

Apparently the younger the student the greater frequency of problems. This can be noted as the under 21 age group ranked highest in five of the areas and the 21-25 age group was second high in five areas. However, from the limited number in the over 50 age group there was an inference that problems may increase after 50 since this age group ranked

highest in three of the areas.

This same tendency could be noted in all of the last four questions in the questionnaire. The only notable difference was in the last three age groups who sought advice from others more frequently than did the younger age groups.

#### Occupation

In considering what might be factors in the problems of the adult student there had been some indication that the occupation the person was engaged in might have some bearing on the kind and number of problems. Tables 32, 33, and 34 were prepared to show the problems classified by areas as reported by the occupational groups. It will be noted that in the table of probable problems and the table of few or no problems there was a midline of differences. The occupations in what were considered to be the "white collared" group differed with those in other occupations.

From the table of probable problems, Table 32, the total per cent of response ranged from 14.1 per cent for the professional group (000) to 21.0 for the craftsmen (500). The professional group differed significantly from the following groups: clerical (300) at .01 level, craftsmen at .01 level, operatives (600) at .01 level, service workers (700) at .01 level, and military at .01 level of confidence. The group of managers (200) differed at the .01 level of confidence from the following groups: clerical, craftsmen, operatives, service workers, and military. In addition to the two preceding differences the clerical workers differed from the craftsmen at the .05 level of confidence. The sales workers (400) showed a difference significant at the .05 level of confidence from three groups of workers: craftsmen, service workers, and military groups. It should

TABLE 32

NUMBER AND PER CENT OF PROBABLE PROBLEMS BY OCCUPATION  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas		000	200	300	400	500	600	700	Military
		39	25	36	13	29	25	24	85
Employment and Economic Security	No.	57	42	61	24	72	63	43	193
	%	15	17	17	18	25	25	18	23
Health	No.	16	16	30	9	24	18	26	65
	%	4	6	8	7	8	7	11	7
Current Educa- tional Problems	No.	118	83	134	50	124	96	93	355
	%	30	33	37	38	42	38	39	42
Social Personality	No.	42	29	49	10	52	35	35	120
	%	11	12	14	8	18	14	15	14
Self-Improvement	No.	105	77	127	34	101	68	79	276
	%	27	31	35	26	35	27	33	32
Home and Family	No.	37	20	39	16	34	34	35	109
	%	9	8	11	12	12	14	15	13
Personality Introspect	No.	41	36	59	18	53	41	41	131
	%	11	14	16	14	18	16	17	15
Moral and Spiritual Value	No.	24	9	31	10	27	19	25	58
	%	6	4	8	8	9	8	10	7
Total	No.	440	298	429	171	487	374	377	1,306
	%	14.1	14.9	18.4	16.4	21.0	18.7	19.6	19.2

TABLE 33

NUMBER AND PER CENT OF QUESTIONABLE PROBLEMS BY OCCUPATION  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas		000	200	300	400	500	600	700	Military
		39	25	36	13	29	25	24	85
<hr/>									
Employment and Economic Security	No.	27	59	70	36	54	45	54	188
	%	20	24	19	28	19	18	22	22
Health	No.	39	41	52	10	36	27	36	98
	%	10	17	15	8	13	11	15	12
Current Educa- tional Problems	No.	58	64	78	32	57	64	46	187
	%	15	26	22	25	20	26	19	22
Social Personality	No.	70	56	65	27	59	62	61	227
	%	18	22	18	21	20	25	25	27
Self-Improvement	No.	99	55	81	29	51	51	56	177
	%	25	22	23	22	17.5	20	20	23
Home and Family	No.	86	45	62	28	69	58	41	148
	%	22	18	17	22	24	23	17	17
Personality Introspect	No.	78	52	81	27	72	59	60	208
	%	20	21	23	21	25	24	25	25
Moral and Spiritual Value	No.	30	20	35	21	30	34	16	94
	%	8	8	10	16	10	13	7	11
Total	No.	539	404	524	210	428	399	369	1,324
	%	17.3	20.2	18.2	20.2	18.4	20.0	19.2	19.5

TABLE 34

NUMBER AND PER CENT OF FEW OR NO PROBLEMS BY OCCUPATION  
AS REPORTED BY 276 ADULT STUDENTS

Problem Areas		000 39	200 25	300 36	400 13	500 29	600 25	700 24	Military 85
Employment and Economic Security	No.	254	149	229	70	164	142	143	469
	%	65	59	64	54	56	57	60	55
Health	No.	335	193	278	111	230	205	178	687
	%	86	77	77	85	79	82	74	81
Current Educa- tional Problems	No.	214	103	148	48	109	90	101	308
	%	55	41	41	37	37	36	42	36
Social Personality	No.	278	165	246	93	179	153	144	503
	%	71	66	68	71	62	61	60	59
Self-Improvement	No.	186	118	152	67	138	131	105	397
	%	48	47	42	52	47.5	53	44	47
Home and Family	No.	267	185	259	86	187	158	164	593
	%	69	74	72	66	64	56	68	70
Personality Introspect	No.	271	162	220	85	165	150	139	511
	%	69	65	61	65	57	60	58	60
Moral and Spiritual Value	No.	336	221	294	99	233	197	199	698
	%	86	88	82	78	81	79	83	82
Total	No.	2,141	1,298	1,827	659	1,405	1,227	1,174	4,169
	%	68.6	64.9	63.4	63.4	60.6	61.3½	61.2	61.3

be noted that the sales group had only 13 persons and because of this small number the sampling might not be large enough to be typical.

In the questionable problem category Table 33 shows that the only group differing significantly from any others was the professional group. This group had a per cent total of 17.3 for the least frequent response. The professional workers differed from the following groups: managerial at .02 level, sales at .05 level, operatives at .05 level, and military at .02 level.

From Table 34 of few or no problems it will be noted that the first four groups differed significantly from the last four groups. The professional group indicated the lowest number of potential problems with 68.6 per cent indicating few or no problems. The service workers group was the highest with 61.3 per cent.

#### Employment and Economic Security

In the probable problem category (Table 32) the range for the area of Employment and Economic Security was from 15 per cent for the professional group to 25 per cent for the craftsmen and operatives group. The professional workers showed a difference at the .01 level of confidence from the following groups: craftsmen, operatives, and military. The group of managers differed from the same groups at the .05 level of confidence. A difference at the .02 level of confidence existed between the clerical workers group and the craftsmen group and operatives group.

In this area the occupation classified in the 400, 600 and 700 groups were the only ones to indicate a problem on the item of changing jobs. The managerial group had only one person who indicated a problem



on the item of job prestige. The craftsmen group indicated more problems on the items of finding working conditions unsatisfactory and wishing to work in a different field.

From the table of questionable problems (Table 33) the sales group was highest with 28 per cent. They differed significantly from the clerical, craftsmen and operatives at the .05 level of confidence. The operatives group had the fewest responses with only 18 per cent.

In the category of few or no problems (Table 34) the professional group differed from the following groups: sales at .02 level, craftsmen at .05 level, operatives at .05 level and military at .01 level of confidence. One other group showed significant differences. The clerical workers differed from the following groups: sales at .02 level, craftsmen at .05 level, and military at .01 level of confidence.

In the professional and craftsmen groups all respondents indicated they did not change jobs. By contrast, the craftsmen group had the largest proportion indicating that working conditions were unsatisfactory and they wished to change jobs.

#### Health

In the area of Health the range as shown in Table 32, the probable problem category, was from only 4 per cent for the professional group to 11 per cent for the service workers group. There were no items which had implications for any particular group. The only group which differed from any of the others was the professional group. This group differed from the following groups: clerical at .05 level, craftsmen at .05 level, service workers at .01 level, and military at .05 level of confidence.

In the questionable category as can be noted from Table 33, two groups showed differences from other groups. The professional group differed from the managerial group at the .02 level and from the clerical group at the .05 level of confidence. The sales group showed differences at the .02 level of confidence from the managerial group and clerical group, and differed from the service workers group at the .05 level of confidence.

-- From the table of few or no problems, Table 34, the professional group differed from all groups except the sales workers group and operatives group. The differences were as follows: .01 level from managerial group, .01 level from clerical group, .05 level from craftsmen group, .01 level from service workers group, and .05 level from military group. The clerical and sales groups were significantly different at the .05 level of confidence. The service workers group showed differences at the .01 level of confidence from the sales and operatives groups and at the .02 level of confidence from the military group.

#### Current Educational Problems

Table 32 reveals that the range in the area of Current Educational Problems for the probable problems category was from 30 per cent for the professional group to 42 per cent for the craftsmen and military groups. Only two groups differed significantly from the other groups. The professional group differed from all groups except the managerial and the sales groups. The differences between the professional and other groups were as follows: from the clerical group at .05 level, from the craftsmen group at .01 level, from the operatives group at .05 level, from the

service workers group at .05 level, and from the military group at .01 level of confidence. The managerial group differed significantly from the craftsmen group at the .05 level and from the military at the .02 level of confidence.

The craftsmen group ranked the highest proportionally on the item of having difficulty with examinations. The military group gave the highest ratio of responses on the item of needing assistance in determining their educational goal, and were also highest in feeling they could be benefited by taking tests of their abilities. The sales and operatives groups indicated no problems on liking to go to school.

In the category of questionable problems, Table 33 reveals a range from 15 per cent to 26 per cent. The professional group was the lowest and the operatives group was highest. The professional group showed the only significant difference. They differed from the following groups: managerial at .01 level, sales at .05 level, clerical at .05 level, operatives at .01 level and military at .01 level.

In the few or no problems category, Table 34 noted the professional group as showing the lowest number of potential problems. In this category they indicated a percentage of 55 per cent which was 14 per cent higher than the nearest group, the service workers. The professional group differed significantly from all other groups at the .01 level of confidence.

#### Social Personality

As can be observed in Table 32, the sales group indicated the fewest number of probable problems in this area with only 8 per cent. The highest number of problems in this category was by the craftsmen

group who indicated 18 per cent of probable problems. The sales group differed from the following groups: clerical at .05 level, craftsmen at .01 level, service workers at .05 level, and military at .05 level of confidence. The professional group differed from the craftsmen at the .02 level of confidence.

Only two groups gave responses to the item, "feeling superior to your friends." In the professional group two persons checked this item and 5 adults checked it in the military group. The sales group which was small had persons checking only three of the items. The items checked were: "instinctively disliking some people;" "enjoying an argument or fight;" and "liking to work alone."

In the questionable problem category from Table 33 it can be noted that the professional group differed significantly from three groups, the operatives at the .05 level, the service workers at the .05 level, and the military at the .01 level of confidence. The clerical group gave the same significant differences at the same levels of confidence from the same groups. The craftsmen group showed a difference at the .02 level of confidence from the military group. The range was from 18 per cent for the professional and clerical groups to 27 per cent for the military group.

The largest number of significant differences for the few or no problem category was found in this area as can be observed from Table 34. The professional group showed the following significant differences from the following groups: craftsmen at .02 level, operatives at .02 level, service workers at .01 level, and military at .01 level of confidence. The managerial group differed from the military group at the .05 level

of confidence. The clerical group showed significant differences from the service workers group at the .05 level and from the military group at the .01 level of confidence. The sales group gave differences at the .05 level of confidence from the operatives group, service workers group, and from the military group at the .02 level of confidence.

#### Self-Improvement

Although Table 32 shows the area of Self-Improvement to rank second in the frequency of problems, the significant differences were slight. The professional and operatives group showed differences at the .05 level of confidence from the clerical and craftsmen groups in the category of probable problems. Only the professional group and craftsmen group differed significantly at the .02 level of confidence in the questionable problems category (Table 33). There were three significant differences revealed by Table 34 in the few or no problems category: the clerical group differed from the sales group at the .05 level and from the operatives group at the .01 level of confidence. The operatives group differed from the service workers group at the .05 level of confidence.

The sales and operatives groups gave a greater ratio of responses of probable problems on the items of "have worthwhile discussion with others," and "keep abreast of world conditions." The service workers group was the only group who did not check any probable problems on the item "find it difficult to converse with others." There was no individual checking the "never" column on the item, "have worthwhile discussions with others."

### Home and Family

Table 32 shows the probable problems category of the area on Home and Family. The range was from 8 per cent for the managers group to 15 per cent for the service workers group. The managerial group showed a difference significant at the .05 level of confidence from the service workers and the military groups. The professional group differed at the same level from these two groups.

On the item, "feel relatives interfere," the sales group was the only one in the first four groups to check this item. All of the last four groups checked this item. The service workers group had the most frequent response to the item, "want love and affection."

From Table 33 it can be observed that in the category of questionable problems, the craftsmen group had the highest proportionate response with 25 per cent. The craftsmen group differed at the .05 level of confidence from the sales group and service workers group, and the .02 level from the military group. The military group also differed from the professional and operatives groups at the .05 level of confidence.

In the few or no problems category, Table 34 showed the operatives group with the greatest number of potential problems, and they differed significantly from all other groups. The only other difference was between the managerial group and craftsmen group at the .02 level of confidence.

### Personality Introspect

Table 32 points to the professional group as showing the lowest number of probable problems and was the only group to differ from any of the other groups. They differed significantly from the following groups:

sales at the .05 level, foremen at the .02 level, service workers at the .05 level, and military at the .05 level of confidence.

The military and managerial groups were the only two to have any responses to the item, "think you are going insane." The professional group indicated they exaggerated less frequently than the other groups. The operatives group was the only group to give no response to the item on lacking courage.

In the questionable category (Table 33) only the professional and military groups showed any significant difference. This difference was at the .05 level of confidence. The sales workers and military groups were the only two to check the item, "think about suicide."

In the category of few or no problems, Table 34 reveals that the professional group showed significant differences from the following groups: sales at the .02 level, craftsmen at the .01 level, operatives at the .05 level, service workers at the .01 level, and military at the .02 level of confidence. The managerial group differed at the .05 level of confidence from the craftsmen and service workers groups.

#### Moral and Spiritual Values

Table 32 gives the area of Moral and Spiritual Values as having the lowest percentage of probable problems of all areas. The managerial group indicated the lowest percentage of problems with only 4 per cent. The service workers group were highest with 10 per cent. The managerial group showed significant differences from the following groups: sales at the .05 level, craftsmen at the .02 level, service workers at the .02 level, and military at the .05 level of confidence.

The managerial group gave responses to only four of the ten items.

The military group was the only group which had responses to all of the items.

In the questionable problems category, as shown in Table 33, the service workers group had the lowest ratio of questionable problems. The sales group was highest with 16 per cent. The following significant differences are shown: at the .05 level between the professional and sales groups, at the .05 level between professional and operatives groups, at the .05 level between the managers and sales groups, at the .01 level between service workers and sales groups, at the .05 level between the operatives and service workers groups, and at the .05 level of confidence between the service workers and military groups.

The professional and managerial groups ranked highest in the few or no problems category (Table 34) with 86 per cent and 88 per cent. The professional group differed at the .05 level of confidence from the sales and the operatives groups. The managerial group showed significant differences from the following groups: clerical at the .05 level, sales at the .01 level, craftsmen at the .05 level, operatives at the .01 level, and military at the .02 level of confidence.

#### Problem Solving

The last page of the questionnaire presented four questions designed to find: the sources for advice on difficult problems; the personal reaction to problems; other problems not previously listed; and the University of Oklahoma's role in counseling. Tables 35, 36, 37, and 38 were prepared to present this material.

Table 35 on the following page gives the responses to the question, "When you need assistance in solving a personal problem to whom do



TABLE 35

NUMBER AND PER CENT OF RESPONSES BY OCCUPATION OF 276 ADULT STUDENTS TO QUESTION, "WHEN YOU NEED ASSISTANCE IN SOLVING A PROBLEM TO WHOM DO YOU GO?"

[illegible]

you usually go?" The managers as a group stand out in this table since they divided fairly equally their responses among the areas of friend, husband or wife, other relative, and minister.

There was more agreement among the different occupational groups on sources of help than on any of the other questions. From Table 35 it will be noted that the differences were slight except for the sales group on the source of friends. The range on husband or wife was less than 8 per cent except for the two extremes. The service workers had an indication of only 16.7 per cent to this source and the military 42.4 per cent. The managerial group checked ministers as their counselors 20 per cent of the time and all other groups had only a little over 8 per cent variation on this source of help. The other variation noted in the table was for the area, "self", with 22.2 per cent for the clerical group compared to less than 9 per cent for all other groups.

The responses to the question, "When faced with a difficult problem, what are you most likely to do?", is given in Table 36 on the next page. The two areas, "seek advice" and "seek a solution" were the most frequent choices of all groups.

The variation in the answer of "seek advice" was great among the various occupational groups. The range was from 24.1 per cent for the craftsmen group to 62.5 per cent for the service workers group. The professional, military, and sales groups were all in the thirtieth percentile. In the next percentile were the operatives group and clerical group. The managerial group had 52 per cent checking this answer. These differences would be significant among most of the groups.

TABLE 36

NUMBER AND PER CENT OF RESPONSES OF 276 ADULT STUDENTS  
BY OCCUPATION TO QUESTION, "WHEN FACED WITH A DIFFICULT  
PROBLEM WHAT ARE YOU MOST LIKELY TO DO?"

		000	200	300	400	500	600	700	Military
		39	25	36	13	29	25	24	85
Seek advice	No.	15	13	16	4	7	11	15	30
	%	38.4	52.0	44.4	30.8	24.1	44.0	62.5	35.3
Worry	No.	0	0	1	0	0	0	1	0
	%	0	0	2.8	0	0	0	4.2	0
Do nothing	No.	0	0	1	1	1	0	0	1
	%	0	0	2.8	7.7	3.5	0	0	1.2
Seek solution	No.	24	11	18	8	20	14	8	51
	%	61.6	44.0	50.0	61.5	68.9	56.0	33.3	60.0
Run away	No.	0	0	0	0	0	0	0	1
	%	0	0	0	0	0	0	0	1.2
Others	No.	0	1	0	0	1	0	0	2
	%	0	4.0	0	0	3.5	0	0	2.3
Total	No.	39	25	36	13	29	25	24	85
	%	100	100	100	100	100	100	100	100

The differences in those who sought a solution were much less, although the range was from 33.3 per cent for the service workers group to 68.9 per cent for the craftsmen group. The differences in the other answers were slight. There were a number of the groups who failed to check any of the other answers.

Table 37 gives the areas of other problems listed by the students. Current Educational Problems and Home and Family were the only two areas in which all occupational groups list problems. The area receiving the

fewest number was Health.

The cleavage which was noted earlier continued into the list of other problems, as Table 37 shows. The group usually designated as "white collar" workers had fewer problems in most of the areas than did the other groups. The area in which this group gave the highest proportion of problems was Home and Family.

TABLE 37  
NUMBER OF OTHER PROBLEMS BY OCCUPATION  
AS REPORTED BY 147 ADULT STUDENTS

	000	200	300	400	500	600	700	Military
	4	3	15	7	25	13	20	61
Employment and Economic Security	0	0	3	0	6	5	2	12
Health	0	0	1	0	1	0	2	0
Current Educational Problems	1	1	3	3	8	2	4	16
Social Personality	0	0	2	0	0	0	1	4
Self-Improvement	0	1	1	2	4	1	2	12
Home and Family	3	1	3	1	4	3	5	12
Personality Introspect	0	0	0	0	2	1	1	4
Moral and Spiritual Value	1	0	2	1	1	1	3	3
Total	5	3	15	7	26	13	20	63

The "white collar" group listed such problems as: "expert evaluation of individual capabilities to succeed in the field he has chosen,"

"is it more important to have high salary or security?", and "marital problems." The other occupational groups noted problems such as: "nagging wife," "racial discrimination," "tend to make snap decisions," and "need help in speech correction."

All of the operators and service workers thought the University of Oklahoma should offer counseling assistance. Only 5 of the professional group said yes and 33 failed to answer this question. The managerial group had 9 who answered in the affirmative, 2 who wrote no and 14 who failed to answer the question. Twenty-three of the clerical group and 7 of the sales group were in favor of this service being provided. All of the craftsmen group answered the question, but one individual felt the service should not be offered. The military group were in favor of the proposition with 72 answering yes.

Table 38 shows that there was considerable consistency among the various areas of counseling service that should be provided. This table gives the number in each group desiring a particular service. It will be noted that the professional group felt they did not need vocational counseling.

As has been pointed out earlier in Tables 25 and 37, the occupations usually classified as the "blue collar" group had more problems. This was reflected in the desirable counseling areas as shown in Table 38. Those occupational groups listed about 4 times as many desired areas of counseling as the "white collar" groups. This desire for services was particularly noticeable in the areas of educational and vocational counseling.

The professional, managerial, clerical, and sales groups gave

some of the following areas for counseling: "counseling on how to study," "pre-marital," "mental maturity," and "mental health." The foremen, operatives, service workers, and military groups listed such responses as: "financial," "school procedures and requirements," "sex," "cultural," and "marriage."

TABLE 38

193 ADULT STUDENTS REPORTING BY OCCUPATION  
ON THE DESIRABILITY OF COUNSELING AREAS

	000 5	200 9	300 23	400 7	500 28	600 25	700 24	Military 72
Educational	3	3	6	4	12	8	7	26
Vocational	0	3	6	2	10	10	8	22
Testing	0	1	4	0	6	3	5	7
Marriage	0	0	5	1	1	1	7	10
Personal	0	0	0	0	2	1	3	2
Financial	0	0	0	0	0	1	2	2
Spiritual	1	0	1	0	0	1	0	2
Human	1	1	0	0	1	0	0	0
Moral	0	0	1	0	0	0	1	0
Mental	0	1	0	0	0	0	0	1
Location	0	0	1	0	2	1	2	8
Other	1	0	0	0	0	0	0	0
Total	6	9	24	7	34	26	35	80

### Summary

In almost every area there was a line of difference between the first four occupational groups and the last four groups. There was an indication that these first four groups who would be expected to have more formal education than the others would have fewer problems. It would be easy to generalize that the more formal education, the fewer number of problems. However, this study dealt with only a selected portion of the total population and there would need to be a larger sampling which would take into account the total population and not just the students in adult higher education.

The professional and managerial groups ranked the lowest in the total percentage of probable problems. The professional group ranked lowest in four areas and second lowest in the other four. The managerial group ranked lowest in two and second lowest in four others. The craftsmen group indicated the largest per cent of probable problems in six areas and was second highest in one other area. It could be expected that this group would seek counseling more frequently than any other vocational group.

Of those seeking assistance in solving their problems, the service workers sought help from their spouses least often and the military personnel the most often. The managers were the most frequent in seeking help from their ministers.

In solving problems most persons either sought advice or sought a solution. The other approaches to problem solving had less than 10 per cent of the responses.

The list of other problems was similar to the check list. Only

in the area of Home and Family was there an increase.

As to whether the University of Oklahoma should offer counseling assistance, only 5 of the professional group, 9 of the managerial group, and 7 of the sales group answered yes. In the other groups there was a large majority favoring the service. The ratio favoring the various areas was fairly constant except the professional group had none listing the area of vocational guidance.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Many writers have pointed up the need for organized programs of guidance for adults. Several have indicated that collegiate programs of adult education should include these services. This study corroborates this evidence as nearly seventy per cent of the respondents felt the University of Oklahoma should include guidance services for its adult students enrolled in credit extension classes. It was noted that over forty per cent of the respondents sought advice when faced with a problem.

The greatest area of need, as was evidenced by the replies to the questionnaire, was in the area of Current Educational Problems. This was also the area in which the largest number of students felt the University should offer counseling services. The next largest area of problems was Self-Improvement. In both this area and the area of Current Educational Problems over thirty per cent of the students indicated problems. The third largest area was that of Employment and Economic Security. This was the second suggested area by size in which counseling services were desired.

In the other area of problems the incidence was above ten per cent except for the area of Health and Moral and Spiritual Values. In a listing of other problems that seemed important to the students answer-

ing the questionnaire, there was a noticeable increase in the number of problems in the area of Moral and Spiritual Values.

In proposing this problem it was hypothesized that factors of sex, marital status, age, and occupation would show significant differences in the problems of students. Some of these factors did not show the differences that were expected. It was found that only one area, Personality Introspect, showed any significant difference between the sexes. Marital status accounted for differences in only two areas. Those persons who were not married showed more problems in the areas of Personality Introspect and Home and Family Life.

The most significant differences existing among any of the factors was that of age. In most cases the younger the student, the more problems he had. The students under twenty-one had the greatest ratio of total problems. The percentage diminished with each age group to the age of thirty-five. The next two age groups were fairly constant but there was an increasing number for each age group over 46 years of age. In some areas the over fifty group had the largest number of problems. This is not conclusive since the number of cases in this age group was small and not an adequate sample.

There were several areas of significant differences existing between the various occupational groups. Generally, the individuals who worked in jobs which required more formal education had fewer problems than did the individuals who had jobs requiring little or no formal education. There was also a greater desire for counseling services by the "blue collar" workers.

### Conclusions

The evidence offered by this study supports the need for guidance services to the adult extension student. While it would be difficult to determine all of the specific areas for which the services should be offered, it seems likely that an area in which ten per cent of a class had serious problems might be reflected in class attitude and performance. If the University of Oklahoma provided counseling service for those areas checked by more than ten per cent of the adult extension students, only the areas of Health and Moral and Spiritual Values would be excluded.

It can be expected that factors of marital status and sex will have little bearing on the problems to be encountered in counseling with adult students. These cannot be totally ignored but will tend to be more of an individual matter.

The age and occupation of a person will present several factors to be considered in counseling. This study demonstrated that the younger persons will have more and varied problems. There is some evidence that in areas such as Health, Personality Introspect, and Moral and Spiritual Values, the counselor may find more problems for those persons over forty-five. It can be anticipated that the less education a person has, as it relates to the requirements for employment, the more problems he may present. This is particularly true in the areas of Employment and Economic Security and Current Educational Problems.

### Recommendations

1. It is recommended that there be additional studies made on the problems of the adult part-time student. Since the number in the age group over fifty was small, follow-up studies to validate or reject the

findings of this study would be helpful. Studies dealing with the number of problems and their relationship to performance are needed. It would also be helpful if this study were applied to the students of other universities to determine if these findings are constant across the nation.

2. It is recommended that a university which plans a comprehensive program of guidance and counseling for the adult student take into account the problems as revealed in this study. It should not be assumed that a university can be all things to all people, but by working with existing agencies and expanding its own offerings, much can be done toward personal adjustment.

3. The greatest number of problems exist in the area of Current Educational Problems. This is the area in which most of the advisement and counseling is currently done. It is, therefore, recommended that a careful study be made of the techniques and materials used. From this study better methods and materials may be developed to guide more effectively the adjustment of the adult extension student to educational programs of the University of Oklahoma.

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## APPENDICES

## APPENDIX A

This questionnaire attempts to locate problems of adult students which may be solved by a guidance program. Will you spend a few minutes in answering the statements as you feel they best describe your individual circumstances. Please do not write in your name so that you may remain anonymous.

Occupation \_\_\_\_\_

Age \_\_\_ Sex \_\_\_ Marital Status: \_\_\_ Single \_\_\_ Married \_\_\_ Divorced \_\_\_ Widowed

Educational Goal \_\_\_\_\_ Occupational Goal \_\_\_\_\_

### Directions:

Read the statements and indicate the frequency of the problem as it affects you. For example:

	Constantly	Often	Off & On	Seldom	Never
Do you worry about how you impress people?					

If you worry about how you impress people constantly, then place a check mark in the square below constantly.

	Constantly	Often	Off & On	Seldom	Never
A. To what extent do you					
1. change jobs?					
2. have difficulty in making ends meet?					
3. budget your money?					
4. worry about security in old age?					
5. buy on the installment plan?					
6. think job prestige is more important than salary?					
7. need advice on your vocational abilities?					
8. find working conditions unsatisfactory?					
9. use your best abilities in your present job?					
10. want to work in a different field?					

B. To what extent do you

1. have headaches?
2. worry about your health?
3. take medicine (patent or prescribed?)
4. go to a doctor?
5. feel tired?
6. have allergies (hay fever, asthma, rashes, etc.)?
7. sleep easily and soundly?
8. have stomach trouble?
9. have eye trouble?
10. have undiagnosed illness?

[illegible]

C. To what extent do you feel you

1. need more time to study?
2. need to improve your ability to study?
3. need assistance in determining your educational goal?
4. need assistance understanding school procedures and requirements?
5. can be benefited by taking tests on your abilities?
6. need help in subject matter?
7. like to go to school?
8. need financial assistance to go to school
9. have difficulty in reading?
10. have difficulty in examinations?

[illegible]

D. To what extent do you experience the following in your relationship with others

	Constantly	Often	Off & On	Seldom	Never
1. becoming embarrassed easily?					
2. feeling superior to your friends?					
3. feeling left out of social events?					
4. finding others influence you too easily?					
5. thinking your appearance is satisfactory?					
6. instinctively disliking some people?					
7. enjoying an argument or fight?					
8. liking to work alone?					
9. feeling others get the breaks instead of you?					
10. tending to exaggerate your own importance?					

E. As you see yourself to what extent do you

	Constantly	Often	Off & On	Seldom	Never
1. need to improve yourself culturally?					
2. need to develop leadership qualities?					
3. need to improve your manners and etiquette?					
4. like to read?					
5. think your vocabulary is adequate?					
6. find it difficult to converse with others?					
7. need to develop a hobby?					
8. feel education is the basis of success?					
9. have worthwhile discussions with others?					
10. keep abreast of world conditions?					

F. In your relationship at home to what extent do you

1. worry about your family?
2. quarrel with others?
3. feel relatives interfere?
4. want love and affection?
5. wish to get away from your family?

Off &  
Constantly Often On Seldom Never


Answer only the items in the group below that apply to your current marital status.

Single

6. find your parents are domineering?
7. have clashes of opinions with your parents?
8. become homesick for your parents when you are away?
9. become irritated by members of your family?
10. feel your parents fail to understand you?


Married

6. need advice about marriage problems?
7. think of divorcing your mate?
8. need advice about raising children?
9. become irritated by your mate?
10. feel you carry all the burdens in the home?


H. To what degree do you agree with the following statements?

1. lack courage?
2. have a guilty conscience?
3. wish to break a bad habit?
4. tend to exaggerate?
5. feel blue and moody?
6. find your mind wandering?
7. think you are going insane?
8. take things too seriously?
9. have a bad temper?
10. think about suicide?

H. To what degree do you agree with the following statements?

1. A philosophy of life is necessary for everyone.
2. Prayer has no value.
3. Things are more important than people.
4. The existence of God is doubtful.
5. The individual may differ with the doctrine of his church.
6. There is a life hereafter.
7. Work should benefit mankind.
8. Life is drab and sometimes not worth living.
9. Beautiful things are as important as functional things.
10. Sufficient power and force could solve most of the world's problems.

[illegible]

## I.

1. When you need assistance in solving a personal problem to whom do you usually go?

friends  
 wife or husband  
 other relatives  
 school  
 employer  
 minister

(Check only one or if not  
 listed, write in blank  
 space.)

- 
2. When faced with a difficult problem what are you most likely to do?

seek advice  
 worry and do nothing  
 ignore it  
 do nothing and hope for the best  
 seek a solution and am willing to take consequences  
 run away if possible

(Check only one or if not  
 listed, write in blank  
 space.)

- 
3. Use the space below to indicate, or comment on, other problems that appear to be important to you which have not appeared in the statements.

4. Do you think that the University of Oklahoma should offer counseling assistance? If so, in what areas?



## APPENDIX B

CORRELATION TABLE OF TEST - RETEST

Subject	Test 1 X	Test 2 Y	D	X <sup>2</sup>	Y <sup>2</sup>	XY
A.	230	234	4	52900	54756	53820
B.	204	220	16	41616	48400	44880
C.	210	232	22	44100	53824	48720
D.	204	196	8	41616	38416	39984
E.	232	235	3	53361	55225	54520
F.	194	202	8	37636	40804	39188
G.	229	239	10	52441	57121	54731
H.	215	214	1	46225	45796	46010
I.	233	244	11	54289	59536	56852
J.	213	209	4	45369	43681	44517
K.	204	212	8	41616	44944	43248
L.	222	230	8	49284	52900	51060
M.	269	262	7	72361	68644	70478
N.	223	216	7	49729	46656	48208
O.	232	235	3	53824	55225	54520
P.	221	215	6	48841	46225	47515
Q.	214	220	6	45796	48400	47080
R.	235	209	26	55225	43681	49115
S.	187	182	5	34596	33124	34034
T.	203	214	9	41209	45796	43442
U.	214	206	8	45796	42436	44084
V.	231	225	6	53361	50625	51975
W.	202	208	6	40804	43264	42016
X.	180	182	2	32400	33124	32760
	5201	5241	194	1134395	1152603	1142757

$$M_x = 216.7 \quad M_y = 218.4$$

$$r = \frac{\sum XY - N M_x M_y}{\sqrt{[\sum X^2 - N M_x^2] [\sum Y^2 - N M_y^2]}}$$

$$r = \frac{1142757 - 24 \times 216.7 \times 218.4}{\sqrt{[1134395 - 24 \times (216.7)^2] \times [1152603 - 24 \times (218.4)^2]}}$$

$$r = .91$$

## APPENDIX C

## NULL HYPOTHESIS OF SAMPLING BY CHI SQUARE

fo	fe	fo - fe	$\frac{(fo - fe)^2}{fe}$
.162	.139	.23	.381
.040	.051	.11	.214
.308	.263	.45	.769
.070	.093	.23	.566
.213	.217	.04	.007
.079	.081	.02	.005
.088	.105	.17	.285
.040	.051	.11	.237
			<hr/> 2.464

$$\chi^2 = \sum \left[ \frac{(fo - fe)^2}{fe} \right]$$

$$\chi^2 = 2.464$$

$$df = 7$$

$$P = .93$$

fo = Frequency of observed facts

fe = Expected frequency

df = Degrees of freedom

P = Probability

## APPENDIX D

## TOTAL STUDENT RESPONSES ON QUESTIONNAIRE TO EACH ITEM

	Constantly	Often	Off & On	Seldom	Never
A. To what extent do you					
1. Change jobs?	-	4	15	199	58
2. Have difficulty in making ends meet?	7	38	84	115	32
3. Budget your money?	69	79	62	40	26
4. Worry about security in old age?	7	45	59	105	60
5. Buy on the installment plan?	19	85	67	82	23
6. Think job prestige is more important than salary	9	58	68	89	52
7. Need advice on your vocational abilities?	12	65	80	100	19
8. Find working conditions unsatisfactory?	10	27	68	141	30
9. Use your best abilities in your present job?	124	105	28	17	2
10. Want to work in a different field?	37	47	54	74	64
B. To what extent do you					
1. Have headaches?	1	24	34	127	40
2. Worry about your health?	1	18	23	188	69
3. Take medicine (patent or prescribed?)	2	9	24	190	51
4. Go to a doctor?	1	5	36	218	16
5. Feel tired?	14	47	108	103	4
6. Have allergies (hay fever, asthma, rashes, etc.)?	8	15	21	49	183
7. Sleep easily and soundly?	143	93	22	16	2
8. Have stomach trouble?	4	14	27	106	125
9. Have eye trouble?	6	15	41	79	135
10. Have undiagnosed illness?	-	2	3	42	229

Constantly    Often    Off & On    Seldom    Never

C. To what extent do you feel  
you

1. Need more time to study?	41	143	52	28	7
2. Need to improve your ability to study?	84	131	27	29	5
3. Need assistance in determining your educational goal?	34	71	61	65	46
4. Need assistance understanding school procedures and requirements?	21	53	70	87	45
5. Can be benefited by taking tests of your abilities?	34	101	55	64	22
6. Need help in subject matter?	12	74	98	72	21
7. Like to go to school?	75	127	57	14	3
8. Need financial assistance to go to school?	49	61	40	70	56
9. Have difficulty in examinations?	14	37	38	91	96
10. Have difficulty in reading?	21	51	89	89	26

D. To what extent do you experience the  
following in your relationship with others

1. Becoming embarrassed easily?	7	29	73	151	16
2. Feeling superior to your friends?	-	7	57	123	89
3. Feeling left out of social events?	2	20	49	144	61
4. Finding others influence you too easily?	-	36	47	143	50
5. Thinking your appearance is satisfactory?	27	149	59	31	10
6. Instinctively disliking some people?	2	54	61	133	26
7. Enjoying an argument or fight?	6	24	70	96	80
8. Liking to work alone?	20	74	88	76	18
9. Feeling others get the breaks instead of you?	4	26	55	141	50
10. Tending to exaggerate your own importance?	4	16	68	129	59

Constantly   Often   Off & On   Seldom   NeverE. As you see yourself to  
what extent do you

1. Need to improve yourself culturally?	78	129	58	10	1
2. Need to develop leadership qualities?	92	103	49	30	2
3. Need to improve your manners and etiquette?	56	72	75	69	4
4. Like to read?	72	103	55	41	3
5. Think your vocabulary is adequate?	8	52	81	92	43
6. Find it difficult to converse with others	5	27	68	146	30
7. Need to develop a hobby?	12	51	42	96	75
8. Feel education is the basis of success?	128	108	24	12	4
9. Have worthwhile dis- cussions with others?	25	170	60	21	-
10. Keep abreast of world conditions?	59	104	87	17	9

F. In your relationship at home  
to what extent do you

1. Worry about your family	19	84	90	64	14
2. Quarrel with others?	2	8	52	186	28
3. Feel relatives interfere?	6	13	38	104	115
4. Want love and affection?	60	97	70	34	15
5. Wish to get away from your family?	3	13	44	119	97

Answer only the items in the  
group below that apply to your  
current marital status.

Single

6. Find your parents are domineering?	2	7	18	29	47
7. Have clashes of opinions with your parents?	2	15	12	46	28
8. Become homesick for your parents when you are away?	3	9	14	39	38
9. Become irritated by mem- bers of your family?	5	9	20	44	25
10. Feel your parents fail to understand you?	-	13	15	41	34

6. Need advice about marriage problems?	2	5	19	62	85
7. Think of divorcing your mate?	3	16	46	55	53
8. Need advice about raising children?		14	59	77	23
9. Become irritated by your mate?	1	13	26	62	71
10. Feel you carry all the burdens in the home?					

1. Lack courage?	1	29	77	155	14
2. Have a guilty conscience?	1	21	71	161	22
3. Wish to break a bad habit?	16	79	76	83	22
4. Tend to exaggerate?	2	32	86	140	16
5. Feel blue and moody?	2	31	86	143	14
6. Find your mind wandering?	18	67	94	85	12
7. Think you are going insane?		3	9	43	221
8. Take things too seriously?	24	68	66	92	26
9. Have a bad temper?	5	21	68	133	49
10. Think about suicide?			4	21	251

H. To what degree do you agree with the following statements?

1. A philosophy of life is necessary for everyone.	91	133	39	12	1
2. Prayer has no value.	9	12	17	68	170
3. Things are more important than people.	1	3	22	113	137
4. The existence of God is doubtful.	6	7	21	46	196
5. The individual may differ with the doctrine of his church.	43	159	28	27	19
6. There is a life hereafter.	129	84	45	11	7
7. Work should benefit mankind.	124	137	13	1	1

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
8. Life is drab and some- times not worth living.	3	7	10	125	131
9. Beautiful things are as important as functional things.	59	141	35	30	11
10. Sufficient power and force could solve most of the world's problems.	6	27	50	98	95

## I.

1. When you need assistance in solving a personal problem to whom do you usually go?

Number

Friends	72
Wife or husband	43
Other relatives	43
School	5
Employer	9
Minister	24
Self	18
God	7
Others	2

2. When faced with a difficult problem what are you most likely to do?

Seek advice	111
Worry and do nothing	2
Do nothing and hope for the best	4
Seek a solution and am willing to take the consequences.	154
Run away	1
Others	1
Pray	3

3. Use the space below to indicate, or comment on, other problems that appear to be important to you which have not appeared in the statements.

Employment and Economic Security	28
Health	4
Current Educational Problems	38
Social Personality	7
Self-Improvement	23
Home and Family	32
Personality Introspect	8
Moral and Spiritual Value	12

Number

4. Do you think that the University of Oklahoma should offer counseling assistance?

Yes	193
No	5
No reply	78

4b. If so, in what areas?

Educational Counseling	69
Vocational Counseling	61
Testing Service - aptitude and intelligence	26
Marriage Counseling	25
Personal Counseling	8
Financial Counseling	5
Spiritual Counseling	5
Human relations	3
Moral Counseling	2
Mental Health	2



## APPENDIX E

## WIDOWS AND WIDOWERS RESPONSES IN EACH CATEGORY BY AREA

Problem Area	Number of Probable Problems	Number of Questionable Problems	Number of Few or No Problems
Employment and Economic Security	21	8	31
Health	7	10	43
Current Educational Problems	30	14	16
Social Personality	9	11	40
Self-Improvement	26	15	19
Home and Family	14	8	38
Personality Introspect	6	18	36
Moral and Spiritual Values	28	7	25
Total	141	91	248

## Widow and widower responses to questions

1. When you need assistance in solving a personal problem to whom do you usually go?

friends - 2  
other relatives - 1  
self - 2  
God - 1

2. When faced with a difficult problem what are you most likely to do?

seek advice - 1  
do nothing - 1  
seek solution - 4

3. Indicate other problems that appear to be important to you which have not appeared in the statement.

No replies - 5  
Current Educational Problems - 1

4. a. Do you think the University of Oklahoma should offer counseling assistance?

Yes - 4  
No reply - 2

- b. If so, in what areas?

Educational counseling - 1  
Vocational counseling - 1  
Location - 2