

THE PERCEIVED VALUE OF PRINTED
MATERIAL AS A RESOURCE FOR
THE ADULT LEARNER

By

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MATERIAL AS A RESOURCE FOR
THE ADULT LEARNER

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CHAPTER I

INTRODUCTION

Self-directed learning has been present in adult education for many decades, however, it has only recently been given attention as a growing phenomenon. Research has contributed to the growth and development of the self-directed learner (Knowles, 1978).

Adult learners have definite and unique characteristics that differ from the pedagogy theory of education. The adult acquires the potential, through a lifelong process, to select, plan and direct his own learning experiences.

Self-directed learning implies that the learner takes responsibility for making use of the resources and opportunities surrounding him. The learner is proactive rather than reactive and applies this characteristic to select sources of information. The self-directed learner knows what he wants to learn and searches out resources until he gets what he wants (Knowles, 1975).

Reading, or the use of printed-material as a learning resource is highly practiced by the self-directed adult learner. Nationwide surveys indicate books, magazines, newspapers, etc., to be a preferred resource for the independent learner (Penland, 1977). Surprisingly though, limited

research has been conducted on the perceived value of this learning method.

Statement of the Problem

Learning resources play a significant role in the learning process. In order to facilitate learners' needs, it was necessary to study learning styles. One primary resource for the self-directed learner was the use of printed material for reading. The problem was the lack of research relative to the perceived value of printed materials as a learning resource for the self-directed learner as broken down by specified demographic characteristics.

The Purpose of the Study

The purpose of this study was to research the perceived value of printed material as a learning resource and to see if differences exist by age, sex, and occupation. The findings could assist the self-directed learner in selecting an effective learning method to enable him to meet his needs and goals.

Research Questions

The questions this study sought to answer were:

1. How valuable do individuals perceive reading as a learning resource?
2. What subject areas represent the largest percentage of self-directed learning projects?

3. How many regular readers are reading educational and/or non-educational materials?

4. Of the learners who use printed material as a learning resource, are there differences in the responses by age, sex, and occupation?

Assumptions

The assumptions under which the study was conducted:

1. Residents selected for the study were representative of the population of the City of Tulsa.

2. Residents responded honestly and accurately to the survey.

3. Cluster groups selected as the representative sample were socio-economically different according to geographic location.

4. Residents selected for the study represent individuals who participate in self-directed learning projects since research by Tough (1978) states that 73 percent of learning projects are self-directed.

Limitations

This study was limited to the population of the City of Tulsa. A random sample of 360 residents was selected from 12 cluster groups which geographically represent the total population.

Definition of Terms

The definitions of terms which were used:

Adult - Any human being, past the age of puberty, who has discontinued his full-time attendance in a formal school situation, and functions in one or more adult life roles. Spouse, parent, worker, or any human being who has reached the legal and/or socially prescribed age for assumption of adult rights, privileges and responsibilities. (National Advisory Council Adult Education, 1979).

Adult Learning - The process by which men and women alone, in groups, or in institutional settings, seek to improve themselves or their society by increasing their skill, their knowledge or their sensitiveness (Houle, 1972, p. 229).

Lifelong Learning - The process by which adults continue to acquire, in a conscious manner, formal or informal education throughout their life span, either to maintain and improve vocational viability or for personal development (National Advisory Council Adult Education, 1979).

Self-directed Learning - The process in which an individual takes responsibility for diagnosing his own learning needs, formulating his learning objectives, planning and engaging in a sequence of learning experiences to achieve these objectives, and evaluating progress towards these objectives (National Advisory Council on Adult Education, 1979).

Organization of the Study

This study was organized into five chapters. Chapter I introduces the statement of the problem, purpose, research questions, assumptions and definition of terms. Chapter II presents a review of literature focusing on the adult learner, characteristics of self-directed learning, the process of longlife learning and the value of printed material as a learning resource. Chapter III describes the methodology

used for the study which includes the selection of the population, the development of the survey, collection of data and analysis of data. Chapter IV presents the results of the study and Chapter V concludes the study with a summary of the findings, conclusions and recommendations for the future.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter reviews literature related to adult learning in the following areas: (1) the characteristics of the adult learner, (2) implications of lifelong learning, (3) self-directed or independent learning, (4) learning projects, and (5) printed materials as a learning resource.

In adult education there is a change of focus rapidly taking place. The traditional method of providing education or instruction is emerging towards a new focus of facilitating relevant learning (Tough, 1979). "It has shifted from 'adult and continuing education' to 'learning opportunities for adults'" (Tough, 1978, p. 251). According to Lindeman (1926, pp. 9-10) "the resource of highest value in adult education is the learner's experience. If education is life, then life is also education."

Characteristics of the Adult Learner

The process by which the adult learns begins as the learner gives conscious attention to situations and problems he encounters in everyday life. The purpose of gaining

knowledge is not for accumulation of facts and information but because of the need to solve problems. Adult learning as described by Gessner (1956, p. 160) is "a technique which makes education coterminous with life and hence elevates living itself to the level of adventurous experiment."

In view of this theory, Lindeman (cited in Knowles, 1978) identified five assumptions about adult learners:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.

2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subject.

3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.

4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than evaluate their conformity to it.

5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning (p. 31).

Houle (1961) considered the desire to learn not to be equally shared among adults. He divided the continuing

learner into three groups: goal-oriented, activity-oriented, and learning-oriented.

The goal-oriented learners use education as a means for accomplishing clear-cut objectives. The need or interest appears and they satisfy it. There is no continuous flow of learning with this type of learner, however, it is a recurring characteristic throughout their lives.

The activity-oriented learners participate in learning for reasons unrelated to the content of the activity in which they are involved. Social interaction is the prime motive for engaging in a learning activity. They select a learning activity based on the human relationships it could possibly reap.

The final group is the learning-oriented learners who seek knowledge for its own benefit. It is their nature to strive towards constant learning for the purpose of personal growth. The learning-oriented person makes a habit of being perceptive and prepared to appreciate opportunities as they arise.

Examination of the three groups mentioned suggest reasons why adults choose to learn. Note that all the areas include goals, with varying purposes behind them.

The andragogical theory is based on certain assumptions about adults as learners. The theory suggests that adults have unique learning needs and styles different from those of pedagogy. Knowles (1973) infers that:

1. Adults' self-concept is one of being self-directed rather than dependent;

2. Adults have a reservoir of experience which is a resource for this learning;

3. Adults' readiness to learn is oriented to the tasks of their social roles; and

4. Adult time perspective on learning is one of immediacy of application (pp. 55-59).

An adult's motivation to learn is in contrast to that of a child's. Adults do not rely on the authority of an educator to determine the future relevance of what they learn (Knowles, 1973).

Implications of Lifelong Learning

Adults need and want results which may be applied towards their immediate and timely demands. This sense of urgency usually gives the adult a notion of what they need to learn (Gross, 1977). "The will to learn is an intrinsic motive, one that finds both its source and its reward in its own exercise" (Bruner cited in Silberman, 1972, p. 39).

From this, the concept of the lifelong learner is brought into the adult learning process. Defined by Gross (1977, p. 17), "lifelong learning means self-directed growth." He perceives the lifelong learner to be liberated from the traditional formal education and therefore free to pursue one's own growth in an infinite variety of ways.

Commonly the word learning is substituted for education, but learning and education are not synonymous. Learning is a process of acquiring knowledge or skills where education

is the process of training and developing knowledge or skill. Both refer to knowledge or skill but the term education suggests a location or is restricted to formal schooling. Learning, on the other hand, is not bound by formal or traditional methods (Overly, 1980). In everyday occurrences the adult is constantly involved in lifelong learning. "Lifelong learning is any purposeful learning that an individual engages in throughout the life span" (Overly, 1980, p. 5). There are a variety of reasons for becoming a lifelong learner, but the overriding purpose is to gain greater self-fulfillment and an improved quality of life (Overly, 1980).

Lifelong learners are goal-directed and capable of sustaining interest in continued learning. It is critical for learners to use clarity in the direction in which their development is taking them. Through activities, Overly (1980) indicated how this development could take place by:

...helping learners identify both immediate and long-range goals they may pursue, assisting learners in diagnosing individual strengths and deficiencies, and encouraging learners to begin to take more responsibility for making judgments about their learning (p. 8).

The lifelong learner can make appropriate decisions to interpret his needs and interests and develop them into learning experiences.

In light of this, Jourad (cited in Silberman, 1972, pp. 66-67) notes that man learns as he pursues goals and projects which have personal meaning. He states, "the learner has the need and the capacity to assume responsibility for his own continuing learning" (pp.66-67).

This implies that lifelong learners have the ability to direct their own learning. They are involved participants in the learning process and accept the responsibility for their own learning. "Thus, the lifelong learner is one who is motivated to learn" (Overly, 1980, pp. 8-9).

Self-directed or Independent Learning

The term independent learners is often interrelated with the term self-directed learners. The key characteristic of independent learners is that their competencies are self-preserving and self-sustaining. Self-perserving in that they know how to be continuing learners and maintain the desire and commitment to carry this out throughout their lives. Self-sustaining in that they recognize the need to involve themselves in activities which promote learning. Independent learners become competent in applying their abilities to goal-directed learning (Kolcaba, 1980).

Johnstone and Rivera (cited in Brookfield, 1981, p. 111) found "self-instruction is probably the most overlooked avenue of activity in the whole field of adult education." However, it is known that learning takes place both informally, as well as formally. Of the two, one's efforts toward informal, self-directed learning may be of greater value in one's lifetime (Gibbons, 1980).

Learning Projects

According to Tough (1979, p. 252), "about ninety percent of all women and men initiate and conduct at least one major deliberate learning effort a year." His studies show that seventy-three percent of this adult learning population is taking on self-planned learning projects.

The term 'learning project' refers to a series of episodes, which is a well defined period of time that is held together by the similarity in intent, activity, or place of the thought and actions that occur during it. The episode has a definite beginning and end, and is not interrupted for more than a few minutes by some other activity or purpose (Tough, 1971, pp. 6-7).

Tough (1971) described a learning project as a series of episodes which add up to at least seven hours of learning with more than 51 percent of the learner's intent being to gain certain definite knowledge or skill. He concluded that the largest group of these self-directed learners (75%) are motivated by the anticipated use or application of the learned information.

The benefits which a person derives from this self-directed learning are not only intellectual and material but also emotional and psychological. It is fairly rare for an adult learner to be motivated by only one benefit. Some of the benefits are immediate and others come as a result of the different stages of the learning process (Tough, 1979). Tough's (1979) findings indicate that adults are capable of selecting, planning and conducting their own learning and prefer to learn at home.

Following up Tough's studies on adult learning projects is the Penland Survey (1977) of self-planned learning in America. The survey interviewed 1501 adults and found at least 70 percent conduct one or more major learning efforts a year. Penland's results agreed with Tough that the main motivation to become involved in a learning project was to gain and retain certain knowledge or skill.

Penland was interested in why adults desire to learn on their own. The respondents' reasons are listed in rank order the first reason being the most important:

desire to set my own learning pace; desire to put my own structure on the learning project; desire to use my own style of learning; to keep the learning strategy flexible and easy to change; wanting to learn immediately and not wait for a course; not aware of classes where the subject of interest is taught; lack of time to be involved in a group learning program; formal classroom situations are undesirable; the expense of a course; and transportation difficulties (Penland, 1977, p. 99).

Self-directed learning implies that learners take the initiative in making use of resources, rather than simply react to transmissions from the resources. They know what they want to get from a resource, and they probe the resource until they get what they want. They are proactive rather than reactive learners (Knowles, 1975, p. 105).

Printed Material as a Learning Resource

Learners who use print-oriented materials, especially books and magazines, as their primary resource, seem to be learners involved in more projects and to devote more time to learning. Learners tend to be more in tune with the use of printed materials as a learning style due to familiarity

of its application in formal education (Penland, 1977). The self-directed learner often adopts this traditional resource of reading as a means of obtaining knowledge and information. Therefore, it is not surprising to find reading ranked as a high priority as a learning modality.

In Penland's (1977) survey on adult learning efforts, books were listed as the second most important source respondents used to seek information on a subject. An expert, who was also an acquaintance or relative, ranked first. The survey also indicated reading to be the second preferred method of learning lagging only two percent behind seeing or observing. The results of Penland's survey does show printed material to have significant value as a resource for the self-directed learner.

Reading printed material is an especially important learning activity in many self-planned learning projects. If the learner has reasonable skills in getting what he wants from printed sources, a learner finds that books and other printed materials provide a highly efficient and flexible way to learn (Tough, 1971, p. 119).

According to Delker (1979), the definition of a learning project is a conscious effort to learn information through a process which requires sequencing a system in order to achieve the learning goal. For this reason, it is feasible for the learner to select printed material when approaching a learning project.

Huey (cited in Sherman and Buchanan, 1980) explains readings:

as an act of communication in which information is sent in the form of an arbitrary conventional set

of signals from a sender to a receiver. The receiver is not a passive instrument, but must make an active contribution if he is to acquire the available information (p. 13).

This implies that reading is to be proactive, allowing the learner to participate and direct his own learning experience.

Summary

In summary, the review of literature describes adult learners as having the need and ability to be self-directing; that they are capable of planning and being responsible for their own learning. The primary motivation for the independent learner is immediate application to solve problem-oriented tasks. In directing their learning toward everyday encounters and needs, the individual becomes a lifelong learner.

Self-directed learning is the current focus of adult education. Numerous studies reveal the participation of adults in independent learning projects. Research shows the adult learner's main intent in self-directed learning is to gain certain knowledge or skill. The use of printed materials for reading is one of the primary resources for adult learning projects (Tough, 1971).

CHAPTER III

METHODOLOGY

The procedures in this study were designed to determine the perceived value of printed material as a learning resource for the self-directed learner. In obtaining this information the following steps were implemented: (1) the selection of the population, (2) the development of the survey, (3) the collection of the data, (4) the analysis of the data.

Selection of the Population

In order to achieve the purpose of this study the general public was considered to be the most valuable resource. The residents of the City of Tulsa were selected as the population. The Tulsa Chamber of Commerce estimated the 1982 census for the City of Tulsa to be 360,000. Since this figure presents an infinite population, the selection of 360 residents was a sufficient number to represent the City of Tulsa.

The method of cluster sampling was used to eliminate a geographic imbalance or bias. Twelve cluster groups, each a mile in radius, were randomly selected, yet equally distributed throughout the City of Tulsa (see Appendix A for

a map of Tulsa showing the selected areas). Thirty residents from each of the 12 sections were then randomly chosen as representative samples.

Development of the Survey

The survey was developed as an information-seeking tool. The survey method served a dual purpose: (1) The residents were exposed to printed material, (2) A simple procedure for the residents to record their answers was provided.

The survey was basically developed around a check list of reading topics, with additional spaces provided for answers other than those listed. The list included topics which the learners had spent at least five hours reading about in the past year. The second part of the survey consisted of two additional questions: (1) Does the respondent read educational material regularly? (2) Does the respondent feel reading is a valuable learning resource? The survey ended with a question regarding the demographic characteristics of the respondent such as age, sex and occupation.

The survey was then field tested by ten individuals for clarity of instructions and their personal reactions. Suggestions offered by these individuals were: (1) adding additional reading topics and (2) lowering the required hours for a learning project from five to two. The reason for the latter was that two hours would enable the respondents to record more of their learning projects while five hours might be too limiting. After incorporating the suggested

changes, the survey was distributed to the residents (see Appendix B for a copy of the final survey form).

Collection of the Data

The survey was delivered to each selected resident's mailbox. Instructions about returning the completed survey within three days were included. The surveys were color-coded to note the proportions returned from each of the 12 sections.

The returned surveys were used as a method for collecting the data. The residents' responses recorded on the survey were tabulated according to color and the following variables: (1) age, (2) sex, (3) occupation, (4) the number of learning project topics checked, and (5) the responses to the questions.

Analysis of the Data

Statistical methods were used to analyze the data into descriptive information. The findings were organized according to the frequency of responses to each of the questions in the survey. The variables (age, sex and occupation) were also compiled in relationship to each of the survey questions. The results were tabulated using absolute frequencies and presented in table format. Chi Square tests were computed on regular readers compared by age, sex and occupation. The Chi-square formula was:
$$X^2 = \sum \frac{(\text{Obs. } f - \text{Exp. } f)^2}{\text{Expected Freq.}}$$

(Popham and Sirotnik, 1973).

CHAPTER IV

PRESENTATIONS OF FINDINGS

Introduction

In this chapter, the findings of the survey are presented. The data for this study were obtained through responses recorded on the returned surveys. Sections of this chapter include: (1) introduction, (2) response rate, (3) summary. Descriptive statistics were used to indicate the tabulated results from the residents' responses and are presented in table format. The findings are supplemented with information which was observed by the researcher. The observation note socio-economic differences among the selected geographic locations.

Response Rate

There were 198 respondents from the total 360 residents selected for this study. This was 55 percent overall response rate.

The data in Table I are presented as the number of returned surveys from each of the 12 representative sections selected for the study. Each section was color-coded to represent a designated geographic region. See Appendix A

TABLE I
 CODING, NUMBER OF RETURNED SURVEYS AND OBSERVED
 SOCIO-ECONOMIC CLASS FOR EACH REGION

Geographic Region	Number Code	Color Code	Observed Socio-Economic Class	Number of Returned Surveys	Percentage Returned Per Color	Percentage Returned From Total Surveys
Central-south	1	Peach	Upper	28	93	14
South-east	2	Blue	Upper-middle	22	73	11
Central	3	Gold	Middle	22	73	11
South	4	Purple	Upper	19	63	9.5
North	5	White	Lower-middle	18	60	9
Central-west	6	Brown	Middle	16	53	8
West-south	7	Orange	Lower-middle	15	50	7.5
Central-north	8	Yellow	Lower-middle	15	50	7.5
East	9	Pink	Middle	14	46	7
West-north	10	Green	Lower	12	40	6
East-central	11	Rose	Lower-middle	10	33	5
North-east	12	Gray	Lower-middle	7	23	3

for a map of the City of Tulsa showing the selected locations. The locations were described by the researcher as geographic regions and numbered in relationship to the location shown on the map. The geographic region with the highest percentage (93%) response rate was the central-south region and the lowest percentage (23%) response rate was the north-east.

In the process of delivering the surveys the researcher observed the general socio-economic class for each region. Also presented in Table I are the data pertaining to socio-economic status of the region as classified by the researcher during the site visit.

The data in Table II are presented as the characteristics of the respondents. The 198 residents responding to the survey were categorized according to age, sex and occupation. The respondents' ages were divided into the following groups: 14 under 25 years; 69 between the age 26 to 35 years; 33 between the age 36 to 45 years; 36 between the age 46 to 55; and 46 over the age of 55 years. There were 125 female respondents and 73 male respondents. The respondents' occupations were grouped into six general areas. There were 37 in business related jobs; 24 in clerical positions; 39 in professional work; 42 in skilled labor jobs; 41 housewives; and 14 retired respondents.

The data in Table III are presented as the total number of residents participating in this study. The table contains the results from the survey forms showing the number of times each topic was chosen as a learning project.

TABLE II
CHARACTERISTICS OF THE RESPONDENTS

	CHARACTERISTICS	N	PERCENT
Age	0 - 25	14	7
	26 - 35	69	34
	36 - 45	33	16
	46 - 55	36	18
	Over 55	46	23
Sex	Female	125	63
	Male	73	36
Occupation	Business	37	18
	Clerical	24	12
	Professional	39	19
	Skilled Labor	42	21
	Housewife	41	20
	Retired	14	7

The topics listed on the survey represent learning projects in which the respondents had participated during the last year. The total number for each topic may indicate more than one response per person. The top-ranked topics were religion, nutrition, cooking, business and health/beauty.

The data in Table IV are presented as the 12 color-coded regions in relationship to the number of times a

TABLE III
 FREQUENCY OF TIMES TOPICS IDENTIFIED
 AS LEARNING PROJECT

TOPIC	N*
Religion	78
Nutrition	74
Cooking	73
Business	72
Health/Beauty	71
Self-Improvement	68
Sports	66
Gardening	65
Physical Fitness	63
Illnesses/Cures	62
Job-related	61
Home Improvements	58
Finances	55
Travel	55
Investments	52
Crafts	50
Education	49
Politics	49
Marriage	48
Relationships	48
Literature	47
Social Problems	45
Clothing	42
Community	42
Animals	41
History	40
Decorating	37
Repairs	36
Hobbies	35
Careers	34
Cars	34
Childcare	33
Real Estate	33
Recreation	33
Management	31
Psychology	30
Art/Architecture	28
Science	27
Technology	26
Nature	25
Mechanics	24
Marketing	23
Antiques	22
International Business	20
Music	20
Philosophy	15
Ecology	14
Agriculture	12
Photography	10
Languages	5

* Totals may indicate more than one response per person.

learning project was chosen by the residents in each region. See Appendix C for a list of the top 15 topics selected in each region.

The table includes the total number of learning projects for each region in comparison to the number of returned surveys per region. The highest number of learning projects for a region was 19.5 per resident. The lowest number of learning projects for a region was 2.9 per resident.

The data show a slight difference in the number of learning projects for each observed socio-economic class. The upper class has a greater number of learning projects per resident and returned more surveys than the residents in the lower economic classes.

The data in Table V are presented as the number of times a learning project was identified according to age. The ages of the residents were categorized into the following groups: (1) 0-25; (2) 26-35; (3) 36-45; (4) 46-55; and (5) over 55. See Appendix D for a list of the first 15 topics for each age group.

The highest number of learning projects per resident was in the age group over 55. This group had a total of 513 learning projects or a mean of 11.1 per resident. The lowest number of learning projects per resident was in the 0-25 age group. The total number of learning projects for this group was 119 or a mean of 8.5 per resident. The topic health/beauty was common and primary among all age groups except the over 55 years and religion was highly identified in all groups except 0 - 25 years.

TABLE IV
 FREQUENCY OF LEARNING PROJECTS
 BY REGION FOR EACH TOPIC

TOPICS	REGION					
	1	2	3	4	5	6
Religion	17	11	6	7	6	6
Nutrition	15	11	9	9	3	6
Cooking	18	9	8	6	3	7
Business	16	8	15	6	0	5
Health/Beauty	14	6	9	7	4	6
Self-Improvement	14	7	9	6	3	8
Sports	18	6	9	9	5	4
Gardening	11	7	8	7	2	6
Physical Fitness	15	6	5	11	2	4
Illnesses/Cures	17	8	7	4	1	6
Job-related	12	5	12	6	2	8
Home Improvements	13	3	9	3	1	6
Finances	14	10	9	4	1	6
Travel	18	3	11	7	0	8
Investments	16	9	7	6	0	5
Crafts	9	7	6	4	2	6
Education	17	7	3	6	0	5
Politics	15	6	10	3	0	4
Marriage	12	8	6	5	1	4
Relationships	15	4	4	5	1	5
Literature	16	5	2	4	1	5
Social Problems	13	5	4	5	0	7
Clothing	13	4	3	4	2	4
Community	15	4	7	4	1	4
Animals	10	4	4	5	0	5
History	13	6	6	3	0	5
Decorating	13	4	3	2	1	4
Repairs	5	1	5	2	2	5
Hobbies	7	2	7	3	0	4
Careers	9	2	3	3	0	5
Cars	6	4	6	3	3	4
Childcare	10	4	2	4	0	2
Real Estate	12	4	7	2	0	3
Recreation	9	0	3	6	1	2
Management	8	3	6	4	0	4
Psychology	8	5	4	1	0	4
Art/Architecture	16	2	1	0	0	3
Science	8	4	2	5	0	3
Technology	6	4	3	3	0	2
Nature	6	3	3	2	0	4
Mechanics	1	3	5	0	2	2
Marketing	7	3	4	4	0	0
Antiques	8	1	3	2	0	1
International Business	9	1	3	4	0	1
Music	5	2	2	0	3	4
Philosophy	4	1	1	2	0	2
Ecology	5	0	1	2	0	2
Agriculture	3	1	4	1	0	0
Photography	4	1	2	1	0	1
Languages	1	0	2	0	0	1
TOTAL	546	224	270	202	53	208
MEAN	19.5	10.2	12.3	10.6	2.9	13.0
TOTAL NUMBER OF RETURNED SURVEYS	28	22	22	19	18	16

TABLE IV (Continued).

TOPICS	REGION					
	7	8	9	10	11	12
Religion	7	6	3	3	4	2
Nutrition	3	3	4	3	5	3
Cooking	1	5	3	3	6	4
Business	4	5	7	1	4	1
Health/Beauty	6	5	4	3	5	2
Self-Improvement	6	3	1	3	3	5
Sports	3	4	4	1	2	1
Gardening	4	10	3	3	2	2
Physical Fitness	5	6	7	2	3	3
Illnesses/Cures	3	5	3	2	4	2
Job-related	1	6	7	0	0	2
Home Improvements	5	4	1	7	4	2
Finances	3	4	2	0	2	1
Travel	0	1	2	1	2	2
Investments	1	4	1	1	1	1
Crafts	5	3	2	4	2	0
Education	0	3	3	1	1	3
Politics	1	3	1	1	3	2
Marriage	2	3	2	1	3	1
Relationships	3	1	4	1	3	2
Literature	1	3	3	2	2	3
Social Problems	2	2	1	1	3	2
Clothing	1	3	1	2	3	2
Community	0	2	0	1	3	1
Animals	0	4	1	2	6	0
History	0	0	1	1	3	2
Decorating	0	2	0	3	1	4
Repairs	4	3	1	6	0	2
Hobbies	3	1	2	2	2	2
Careers	0	4	3	0	1	1
Cars	0	2	3	2	2	2
Childcare	0	2	2	1	4	2
Real Estate	1	1	2	0	0	1
Recreation	3	2	1	1	3	1
Management	0	2	2	0	1	1
Psychology	2	1	1	1	1	1
Art/Architecture	0	1	0	2	1	3
Science	0	1	2	1	1	0
Technology	0	2	3	1	1	1
Nature	0	2	1	1	2	1
Mechanics	3	2	2	2	0	2
Marketing	0	1	2	1	0	2
Antiques	0	2	1	2	0	1
International Business	0	1	0	0	1	0
Music	0	0	1	1	2	0
Philosophy	0	1	0	1	1	2
Ecology	1	0	1	1	1	0
Agriculture	0	1	0	1	1	0
Photography	0	0	0	1	0	0
Languages	0	0	0	0	1	0
TOTAL	84	132	101	81	106	80
MEAN	5.6	8.8	7.2	6.8	10.6	11.5
TOTAL NUMBER OF RETURNED SURVEYS	15	15	14	12	10	7

* Totals may indicate more than one response per person.

TABLE V
 FREQUENCY OF LEARNING PROJECTS
 BY AGE FOR EACH TOPIC

TOPICS	AGE				
	0-25 N	26-35 N	36-45 N	46-55 N	Over 55 N
Religion	3	21	11	19	24
Nutrition	5	25	12	14	18
Cooking	5	24	10	17	17
Business	4	27	9	13	19
Health/Beauty	6	28	12	14	11
Self-Improvement	6	21	12	11	18
Sports	2	26	13	8	16
Gardening	2	20	8	14	21
Physical Fitness	2	23	10	10	18
Illnesses/Cures	5	19	13	9	14
Job-related	5	23	14	6	13
Home Improvements	4	21	9	11	13
Finances	4	18	7	10	16
Travel	3	16	8	10	18
Investments	3	17	5	10	17
Crafts	0	21	8	8	13
Education	5	20	7	9	8
Politics	1	8	7	14	19
Marriage	3	16	11	9	9
Relationships	3	25	10	7	3
Literature	3	16	11	9	8
Social Problems	3	16	8	10	8
Clothing	1	14	8	10	9
Community	2	15	6	7	12
Animals	1	14	5	7	13
History	4	11	7	8	10
Decorating	2	15	5	8	7
Repairs	0	15	7	6	8
Hobbies	1	15	5	3	11
Careers	4	17	3	2	8
Cars	4	13	5	3	9
Childcare	3	16	4	8	2
Real Estate	1	10	7	6	9
Recreation	1	15	6	1	9
Management	3	11	6	2	9
Psychology	2	10	8	5	5
Art/Architecture	1	11	3	5	8
Science	1	10	7	3	6
Technology	1	11	5	3	6
Nature	1	6	3	4	11
Mechanics	2	8	5	4	5
Marketing	2	9	5	3	4
Antiques	0	9	1	6	6
International Business	0	6	4	4	6
Music	2	6	2	4	6
Philosophy	2	6	2	2	3
Ecology	0	8	1	2	3
Agriculture	0	3	3	3	3
Photography	1	5	3	0	1
Languages	0	2	0	0	3
TOTAL	119	742	341	361	513
MEAN	8.5	10.7	10.3	10.0	11.1
TOTAL NUMBER OF RETURNED SURVEYS	14	69	33	36	46

* Totals may indicate more than one response per person.

The data in Table VI are presented as the number of times a learning project was identified by the residents according to occupation. The occupations of the residents were organized into the following classifications: (1) business, (2) clerical, (3) professional, (4) skilled labor, (5) housewife, and (6) retired.

Primary topics identified among all occupations were nutrition, religion and self-improvements. Also listed among the top 15 topics in most occupations were cooking, health/beauty, and physical fitness. See Appendix E for a list of the top 15 topics chosen by each occupation.

The data in Table VII are presented as the number of times a learning project was identified according to sex. The results show some differences among identified topics although some topics appear to be traditional interests for sex. The females participated in 1391 learning projects, or an average mean of 11.1 projects per female resident. The males participated in 695 learning projects, or an average mean of 9.5 per male resident. See Appendix F for the top 15 topics listed in each sex group. Primary topics common among both groups were business, sports and job-related.

The data in Table VIII are presented as the total number of residents who responded as regular readers. The individuals who were regular readers, indicated the type of reading they participated in according to the following classifications: (1) non-educational material;

TABLE VI
 FREQUENCY OF LEARNING PROJECTS
 BY OCCUPATION FOR EACH TOPIC

TOPIC	OCCUPATION					
	BUSI- NESS	CLERICAL	PROF.	SKILLED LABOR	HOUSE WIFE	RETIRED
Religion	15	10	11	11	22	8
Nutrition	14	8	13	11	21	7
Cooking	10	10	12	7	27	6
Business	24	8	19	8	7	5
Health/Beauty	9	12	12	11	21	6
Self-Improvement	15	10	12	10	15	5
Sports	16	4	15	17	11	3
Gardening	15	9	10	6	18	7
Physical Fitness	14	9	9	11	15	5
Illnesses/Cures	10	10	6	7	12	7
Job-related	20	3	23	12	2	1
Home Improvements	12	10	8	11	12	5
Finances	23	6	8	4	9	4
Travel	13	6	13	5	14	3
Investments	22	1	11	6	7	4
Crafts	9	5	7	5	19	5
Education	7	2	15	8	15	1
Politics	14	5	7	3	14	6
Marriage	9	7	12	4	13	3
Relationships	9	5	14	7	12	1
Literature	7	2	12	9	14	2
Social Problems	14	5	8	6	8	4
Clothing	6	6	6	6	14	4
Community	14	3	7	4	12	2
Animals	10	3	6	5	11	5
History	10	5	8	7	8	1
Decorating	8	4	2	4	18	1
Repairs	6	4	5	12	5	4
Hobbies	9	1	9	5	6	5
Careers	10	4	9	4	5	1
Cars	9	1	6	12	2	3
Childcare	3	4	6	6	13	1
Real Estate	16	2	7	2	4	2
Recreation	11	2	6	7	4	2
Management	18	2	7	1	2	0
Psychology	6	2	9	6	6	1
Art/Architecture	6	0	5	5	10	2
Science	7	0	11	3	5	1
Technology	8	1	9	4	2	2
Nature	6	2	4	3	6	4
Mechanics	5	1	4	14	0	0
Marketing	13	1	3	1	4	1
Antiques	3	1	2	1	13	2
International Business	12	0	4	1	3	0
Music	4	1	3	4	5	2
Philosophy	5	1	3	2	3	1
Ecology	5	0	2	3	3	1
Agriculture	7	0	2	1	1	1
Photography	2	0	5	0	2	0
Languages	2	1	0	1	1	0
TOTAL	522	199	407	303	486	147
MEAN	14.1	8.3	10.4	7.2	11.8	10.5
TOTAL NUMBER OF RETURNED SURVEYS	37	24	39	42	41	14

* Totals may indicate more than one response per person.

TABLE VII
 FREQUENCY OF LEARNING PROJECTS
 BY SEX FOR EACH TOPIC

TOPIC	SEX	
	FEMALE N	MALE N
Religion	60	18
Nutrition	63	11
Cooking	67	6
Business	34	38
Health/Beauty	65	6
Self-Improvement	49	19
Sports	31	35
Gardening	49	16
Physical Fitness	45	18
Illnesses/Cures	49	13
Job-related	28	33
Home Improvements	37	21
Finances	29	26
Travel	39	16
Investments	23	29
Crafts	44	6
Education	37	12
Politics	29	20
Marriage	40	8
Relationships	38	10
Literature	35	12
Social Problems	31	14
Clothing	37	5
Community	28	14
Animals	31	10
History	24	16
Decorating	33	4
Repairs	16	20
Hobbies	24	11
Careers	19	15
Cars	11	23
Childcare	29	4
Real Estate	16	17
Recreation	16	16
Management	11	20
Psychology	22	8
Art/Architecture	21	7
Science	14	13
Technology	7	19
Nature	17	8
Mechanics	5	22
Marketing	9	14
Antiques	20	4
International Business	8	12
Music	16	4
Philosophy	9	6
Ecology	7	7
Agriculture	7	5
Photography	7	4
Languages	5	0
TOTAL	1,391	695
MEAN	11.1	9.5
TOTAL NUMBER OF RETURNED SURVEYS	125	73

* Totals may indicate more than one response per person.

TABLE VIII
 TYPE OF READING AS INDICATED BY
 REGULAR READERS BY REGION

REGION CODE NUMBER	NON- EDUCATIONAL		EDUCATIONAL		READING BOTH		LEARNING PROJECTS PER RESIDENT N (%)
	N	%	N	%	N	%	
1	23	16.31	25	18.84	21	17.80	19.5
2	15	10.64	18	13.64	15	12.71	10.2
3	19	13.48	15	11.36	14	11.86	12.3
4	15	10.64	14	10.61	13	11.02	10.6
5	7	4.96	6	4.55	4	3.39	2.9
6	11	7.80	8	6.06	8	6.78	13.0
7	11	7.80	9	6.82	9	7.63	5.6
8	12	8.51	12	9.09	11	9.32	8.8
9	12	8.51	10	7.58	10	8.47	7.2
10	3	2.13	3	2.27	2	1.69	6.8
11	9	6.38	9	6.82	8	6.78	10.6
12	4	2.84	3	2.27	3	2.54	11.5
Total	141	100	132	100	118	100	

(2) educational material; and (3) both. Of those responding, 141 persons (71%) read non-educational material; 132 (66%) read educational material; and 118 (59%) read both. The data presented in Table VIII are organized by regions and include the number of learning projects per resident for each region. The highest percentage of residents per region reading both educational and non-educational material was region one with 21 percent. The lowest percentage of residents per region reading both educational and non-educational material was region 12 with three percent.

The data in Table IX represent the distribution for the regular readers according to age, sex and occupation. The table includes the number of learning projects per resident in each variable group. Of those regular readers the 26 to 35 age group had the highest percentage with 36 percent of the residents reading both educational and non-educational material. There were 66 percent female regular readers reading both and 34 percent male regular readers reading both. The highest percentage of regular readers reading both educational and non-educational material according to occupation groups was professional work with 26 percent.

The data in Table X contain the chi square values of responses to the type of reading by regular readers according to age, sex and occupation. There were no significant characteristics among the regular readers.

The data in Table XI represent the number of respondents who indicated reading to be a valuable way for them to learn.

TABLE IX
 DISTRIBUTION OF TYPE OF READING BY REGULAR READERS
 ACCORDING TO AGE, SEX AND OCCUPATION

CHARACTERISTIC	NON EDUCATIONAL		EDUCATIONAL		READING BOTH		LEARNING PROJECTS PER RESIDENT N
	N	(%)	N	(%)	N	(%)	
Age 0 - 25	8	(5.67)	6	(4.55)	5	(4.24)	8.5
26 - 35	49	(34.75)	44	(33.33)	43	(36.44)	10.7
36 - 45	26	(18.44)	22	(16.67)	20	(16.95)	10.3
46 - 55	27	(19.15)	27	(20.45)	24	(20.34)	10.0
Over 55	<u>31</u>	<u>(21.99)</u>	<u>33</u>	<u>(25.00)</u>	<u>26</u>	<u>(22.03)</u>	11.1
Total	141	(100)	132	(100)	118	(100)	
Sex Female	93	(65.96)	87	(65.91)	78	(66.10)	11.1
Male	<u>48</u>	<u>(34.04)</u>	<u>45</u>	<u>(34.09)</u>	<u>40</u>	<u>(33.90)</u>	9.5
Total	141	(100)	132	(100)	118	(100)	
Occupation							
Business	30	(21.28)	30	(22.73)	25	(21.19)	14.1
Clerical	16	(11.35)	11	(8.33)	9	(7.63)	8.3
Professional	35	(24.82)	32	(24.24)	31	(26.27)	10.4
Skilled Labor	21	(14.89)	19	(14.39)	17	(14.41)	7.2
Housewife	28	(19.86)	30	(22.73)	27	(22.88)	11.8
Retired	10	(7.09)	9	(6.82)	8	(6.78)	10.5
Unknown	<u>1</u>	<u>(0.76)</u>	<u>1</u>	<u>(0.71)</u>	<u>1</u>	<u>(0.85)</u>	
Total	141	(100)	132	(100)	118	(100)	

TABLE X
 CHI SQUARE VALUE OF RESPONSES TO TYPE OF READING BY
 REGULAR READERS ACCORDING TO AGE,
 SEX AND OCCUPATION

CHARACTERISTIC	NON-EDUCATIONAL			EDUCATIONAL			READING BOTH			
	Observed	Expected	Chi Square	Observed	Expected	Chi Square	Observed	Expected	Chi Square	
AGE	0 - 25	8	6.85	0.19	6	6.41	0.02	5	5.73	0.09
	26 - 35	49	49.04	0.02	44	45.91	0.07	43	41.04	0.09
	36 - 45	26	24.52	0.08	22	22.95	0.03	20	20.52	0.01
	46 - 55	27	28.12	0.04	27	26.33	0.01	24	23.53	0.00
	Over - 55	31	32.45	0.06	33	30.38	0.22	26	27.16	0.04
χ^2 .05 df, 4 = 9.48 * Significant at .05										
SEX	Female	93	93.04	0.00	87	87.10	0.00	78	77.86	0.00
	Male	48	47.96	0.00	45	44.90	0.00	40	40.14	0.00
χ^2 .05 df, 1 = 3.84 * Significant at .05										
OCCUPATION	Business	30	30.67	0.01	30	28.69	0.05	25	25.63	0.01
	Clerical	16	12.98	0.70	11	12.15	0.10	9	10.85	0.31
	Professional	35	35.36	0.00	32	33.08	0.03	31	29.55	0.07
	Skilled Labor	21	20.56	0.00	19	19.24	0.00	17	17.18	0.00
	Housewife	28	30.67	0.23	30	28.69	0.05	27	25.63	0.07
	Retired	10	9.74	0.00	9	9.11	0.00	8	8.14	0.00
χ^2 .05 df, 5 = 11.07 * Significant at .05										

TABLE XI
 NUMBER OF RESPONSES TO QUESTIONS
 CONCERNING READING AS A
 VALUABLE WAY TO LEARN

RESPONSE	NUMBER OF RESPONDENTS
Yes	187
No	1
No answer	10

The data show that 187 said yes, 1 answered no, and 10 did not respond.

Summary

From the 198 residents responding to the survey, there were 125 females and 73 males. Other noted characteristics of the respondents were age and occupation. The age group with the highest percentage of respondents was the 26 to 35 years. The occupational category with the highest percentage of respondents was skilled labor.

The top ranked topics identified by the respondents as learning projects in which they had read about in the last year were religion, nutrition, cooking, business, and health/beauty. The highest number of learning projects identified according to the characteristics of the respondents were as follows: the females averaged 11.1 projects per person;

the business group averaged 14.1 projects per person for any person for an occupational category; over 55 years averaged 11.1 projects per person for an age group. These same three groups also had the highest percentage of residents who were regular readers reading both educational and non-educational material. From those residents who responded, all except one indicated reading to be a valuable way for them to learn.

The respondents were from designated geographic regions which had been selected to note socio-economic differences among the residents. The data present the observed socio-economic class with a slight difference. The upper class reported a greater number of learning projects per resident and returned more surveys per region than the residents in the lower socio-economic classes.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter completes the study with the summary, conclusions and recommendations. Each of these areas are presented in the following sections: (1) summary of the study, (2) conclusions of the research, (3) recommendations for future practice.

Summary

The study focused on self-directed learning in the growing field of adult education. The purpose of the study was to determine the perceived value of printed material as a learning resource for the adult learner.

The study viewed the characteristics of the adult learner who participates in learning projects using printed material as a learning resource. Other research shows how the self-directed learner perceives the value of reading as a learning tool for his/her own learning goals.

In this study, the survey method was used by the researcher to obtain information from the adult learner. Surveys were delivered to 360 residents in the City of Tulsa. The survey consisted of a check list of 50 topics

about which the residents had spent at least two hours reading in the last year. Also, included in the survey were the questions: (1) Does the respondent read regularly? and (2) Does the respondent feel reading is a valuable learning resource? It ended with a question regarding the characteristics of the respondent such as age, sex, and occupation. All surveys were color-coded to designate from which geographic location the survey was returned.

From the 198 residents who responded to the survey, 125 were female and 73 male. Thirty-four percent of the respondents were between the ages of 26 to 35 years, followed by the 55 and over age group with 23 percent. The respondents' occupations were categorized into the following groups: skilled labor (21%); housewife (20%); professional (19%); business (18%); clerical (12%); and retired (7%).

The respondents who were regular readers indicated their participation in the following types of reading: 141 non-educational; 132 educational; and 118 read both. All except one respondent felt reading was a valuable way to learn.

During the delivery of surveys, the researcher formulated observations about the different geographic locations selected for the study. The basic assumptions were related to socio-economic factors. The observed socio-economic class showed the upper class residents to have participated

in more self-directed learning projects than the lower class.

Among all the 198 respondents, the ten most identified learning project topics were as followed: (1) religion, (2) nutrition, (3) cooking, (4) business, (5) health/beauty, (6) self-improvements, (7) sports, (8) gardening, (9) physical fitness, (10) illness/cures.

Conclusion of the Research

The conclusions of the research were as follows:

1. Residents of the City of Tulsa were participating in self-directed learning projects using printed material as a learning resource.

2. No significant characteristics such as age, sex, or occupation among the adult self-directed learners who were regular readers seemed to stand out.

3. Adult learners perceive reading as a valuable way for them to learn.

4. Adult learners who indicated they were regular readers were reading both educational and non-educational material. However, the regular readers were reading a slightly higher percentage of non-educational material.

5. Residents from the upper socio-economic class were participating in more self-directed learning projects using printed material as a learning resource than the residents from the lower socio-economic class.

Recommendations

Based on the results of this study, the researcher recommends the following for practice and future research:

Future Research

1. That further studies be developed with the self-directed learning population using personal interviews as a method of obtaining information. The interview method would enable the researcher to conduct a more in depth and accurate procedure for recording data from the learner.

2. That adult educators expand their efforts to facilitate self-directed learners in initiating and conducting learning projects.

Practice

1. That adults become more aware of how often learning takes place in everyday life and how opportunities to further their personal goals can be practiced.

2. That efforts be made to improve the credibility of independent learning projects with institutions of higher education.

3. That printed material on the self-directed learning process become more abundant and available as the public continues to recognize its value.

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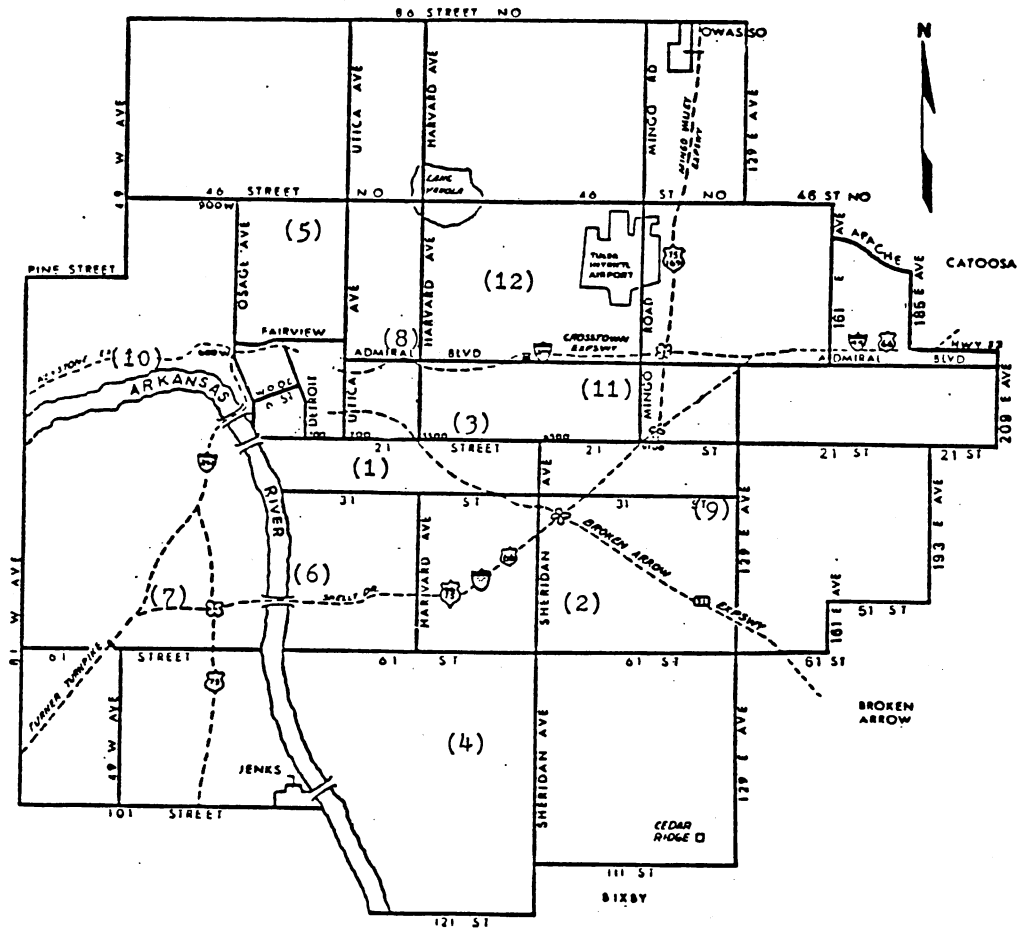
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APPENDICES

APPENDIX A

A MAP OF THE CITY OF TULSA



APPENDIX B

SURVEY FORM

Dear Resident,

I am a student working on a research project in education. To assist my study, would you please answer this short survey.

Going back over the last twelve months, can you recall times you learned something ON YOUR OWN by reading books, magazines, pamphlets or other printed material.

I am interested in projects you learned which add up to at least two hours of your time during the past year. For example, let's say you spent about twenty minutes a day for a week reading about "gardening". This adds up to at least two hours. Or maybe you subscribe to a certain magazine you read monthly. This learning project adds up to at least two hours during a year's time.

Remember to check only the topics which you learned ON YOUR OWN through READING which add up to at least TWO hours of your time in the last year.

- | | |
|--|--|
| <input type="checkbox"/> agriculture | <input type="checkbox"/> literature |
| <input type="checkbox"/> animals | <input type="checkbox"/> management |
| <input type="checkbox"/> antiques | <input type="checkbox"/> marketing |
| <input type="checkbox"/> art/architecture | <input type="checkbox"/> marriage |
| <input type="checkbox"/> business (insurance, taxes) | <input type="checkbox"/> mechanics |
| <input type="checkbox"/> careers | <input type="checkbox"/> music |
| <input type="checkbox"/> cars | <input type="checkbox"/> nature |
| <input type="checkbox"/> child care | <input type="checkbox"/> nutrition (diets, vitamins) |
| <input type="checkbox"/> clothing | <input type="checkbox"/> philosophy |
| <input type="checkbox"/> community | <input type="checkbox"/> physical fitness |
| <input type="checkbox"/> cooking | <input type="checkbox"/> photography |
| <input type="checkbox"/> crafts | <input type="checkbox"/> politics |
| <input type="checkbox"/> decorating | <input type="checkbox"/> psychology |
| <input type="checkbox"/> ecology | <input type="checkbox"/> real estate |
| <input type="checkbox"/> education | <input type="checkbox"/> recreation (games) |
| <input type="checkbox"/> finances | <input type="checkbox"/> relationships |
| <input type="checkbox"/> gardening (plants) | <input type="checkbox"/> religion |
| <input type="checkbox"/> health/beauty | <input type="checkbox"/> repairs |
| <input type="checkbox"/> history | <input type="checkbox"/> science |
| <input type="checkbox"/> hobbies | <input type="checkbox"/> self-improvements |
| <input type="checkbox"/> home improvements | <input type="checkbox"/> social problems |
| <input type="checkbox"/> illnesses/cures | <input type="checkbox"/> sports |
| <input type="checkbox"/> investments | <input type="checkbox"/> technology |
| <input type="checkbox"/> international business | <input type="checkbox"/> travel |
| <input type="checkbox"/> job-related | Other (not listed) _____ |
| <input type="checkbox"/> languages | Other _____ |

Do you regularly read... educational material... non-educational material?
 (yes ___ no ___) (yes ___ no ___) (yes ___ no ___)

Do you feel reading is a valuable way for YOU to learn? (yes ___ no ___)

Please fill in the following questions, the answers will only be used for statistical purposes.

Age: ___ Sex: ___ Occupation: _____

ENCLOSE THE COMPLETED SURVEY IN THE PROVIDED STAMPED ENVELOPE.
 PLEASE RETURN WITHIN THREE DAYS.

Thank you so much for your time!

P.O. BOX 50454
 TULSA, OK 74150

APPENDIX C

LIST OF TOP 15 TOPICS BY REGION

Region 1
cooking
sports
travel
education
illness/cures
religion
art/architecture
business
investments
literature
community
nutrition
physical fitness
politics
relationships

Region 2
nutrition
religion
finances
cooking
investments
business
illness/cures
marriage
crafts
education
gardening
self-improvements
health/beauty
history
physical fitness

Region 3
business
job-related
travel
politics
finances
health/beauty
home improvements
nutrition
self-improvements
sports
cooking
gardening
community
hobbies
illness/cures

Region 4
physical fitness
nutrition
sports
gardening
health/beauty
religion
travel
business
cooking
education
investments
job-related
recreation
self-improvements
animals

Region 5
religion
sports
health/beauty
cars
cooking
music
nutrition
self-improvements
clothing
crafts
gardening
job-related
mechanics
physical fitness
repairs

Region 6
job-related
self-improvements
travel
cooking
social problems
crafts
finances
gardening
health/beauty
home improvements
illness/cures
nutrition
religion
animals
business

Region 7
religion
health/beauty
self-improvements
crafts
home improvements
physical fitness
business
gardening
repairs
finances
hobbies
illness/cures
mechanics
nutrition
recreation

Region 8
gardening
job-related
physical fitness
religion
business
cooking
health/beauty
illness/cures
animals
careers
finances
home improvements
investments
sports
clothing

Region 9
business
job-related
health/beauty
nutrition
relationships
sports
careers
cars
cooking
education
gardening
illness/cures
literature
religion
technology

Region 10
home improvements
repairs
crafts
cooking
decorating
gardening
health/beauty
nutrition
religion
self-improvements
animals
antiques
art/architecture
cars
clothing

Region 11
animals
cooking
health/beauty
nutrition
business
child care
home improvements
illness/cures
religion
clothing
community
history
marriage
physical fitness
politics

Region 12
self-improvements
cooking
decorating
education
literature
nutrition
physical fitness
art/architecture
cars
child care
clothing
gardening
health/beauty
history
hobbies

APPENDIX E

LIST OF TOP 15 TOPICS BY OCCUPATION

<u>Business</u>	<u>Clerical</u>	<u>Professional</u>
business	health/beauty	job-related
finances	cooking	business
investments	home improvements	illness/cures
job-related	illness/cures	education
management	religion	sports
real estate	self-improvements	relationships
sports	gardening	nutrition
gardening	physical fitness	travel
religion	business	cooking
self-improvements	nutrition	health/beauty
community	marriage	literature
nutrition	clothing	marriage
physical fitness	finances	self-improvements
politics	travel	investments
social problems	crafts	religion
<u>Skilled Labor</u>	<u>Housewife</u>	<u>Retired</u>
sports	cooking	religion
mechanics	religion	gardening
cars	health/beauty	illness/cures
job-related	nutrition	nutrition
repairs	crafts	cooking
health/beauty	decorating	health/beauty
home improvements	gardening	politics
nutrition	education	animals
physical fitness	physical fitness	business
religion	self-improvements	crafts
self-improvements	clothing	hobbies
literature	literature	home improvements
business	politics	physical fitness
education	travel	self-improvements
cooking	antiques	clothing

APPENDIX D

LIST OF TOP 15 TOPICS BY AGE

<u>0 - 25</u>	<u>26 - 35</u>	<u>36 - 45</u>	<u>46 - 55</u>	<u>OVER 55</u>
health/beauty	health/beauty	job-related	religion	religion
self-improvements	business	illness/cures	cooking	gardening
cooking	sports	sports	gardening	business
education	nutrition	health/beauty	health/beauty	politics
illness/cures	relationships	nutrition	nutrition	nutrition
job-related	cooking	self-improvements	politics	physical fitness
nutrition	job-related	literature	business	self-improvements
business	physical fitness	marriage	home improvements	travel
careers	crafts	religion	self-improvements	cooking
cars	home improvements	cooking	clothing	investments
finances	religion	physical fitness	finances	sports
history	self-improvements	relationships	investments	finances
home improvements	education	business	physical fitness	illness/cures
child care	gardening	home improvements	social problems	animals
investments	illness/cures	crafts	travel	crafts

APPENDIX F

LIST OF TOP 15 TOPICS BY SEX

Male

business
sports
job-related
investments
finances
cars
mechanics
home improvements
management
politics
repairs
self-improvements
technology
physical fitness
religion

Female

cooking
health/beauty
nutrition
religion
gardening
illness/cures
self-improvements
physical fitness
crafts
marriage
travel
relationships
clothing
education
home improvements

VITA 2

Marcie Eileen Phillips

Candidate for the Degree of

Master of Science

Thesis: THE PERCEIVED VALUE OF PRINTED MATERIAL AS A
RESOURCE FOR THE ADULT LEARNER

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Tulsa, Oklahoma, October 10,
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ments for the Master of Science degree in Occupa-
tional and Adult Education from Oklahoma State
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Professional Experience: Recreation Leader, Tulsa
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Assistant, Oklahoma State Welfare Department,
1979; Recreational Therapy Supervisor, St. Francis
Hospital, 1979 - 1982; Researcher, Hunter's
Books, 1982 - 1983.