

**ADULT EDUCATION AND ADULT VOCATIONAL
EDUCATION: A STUDY OF
DIFFERENCES IN
DEFINITION**

by

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CHAPTER I

INTRODUCTION

Program areas such as adult education and adult vocational education program areas are expanding in order to meet the growing and changing educational needs of adults. In this expansion, these program areas and the agencies that provide them are overlapping in the scope and content of the services which they provide. The duplication of efforts has led to ambiguity in the definitions of the program areas of adult education and adult vocational education.

Statement of Problem

A large number of agencies and organizations currently provide a variety of educational and career training programs for the adult population in our society. Most forecasters and futurists predict an ever increasing emphasis on programs for adults, to solve the problem of illiteracy as well as to meet the increasing needs to train and retrain adults to meet job requirements of the future.

Since social programs are expensive and supported

primarily by public tax dollars, it is important to clarify the basis for the educational roles of agencies and organizations as they strive to meet the needs of the adult population. This has led to some confusion in Oklahoma concerning the scopes of both adult vocational education and adult education programs. Conclusive differences have not been made between adult vocational education and adult education.

There is no empirical data to determine if there are definitional differences in the terms adult education and adult vocational education that will potentially help agencies and organizations serving the needs of adults.

Purpose of Study

The primary purpose of this study was to derive a definition of adult vocational education. The secondary purpose was to present specific definitional differences between adult vocational education and adult education. This is to be done for the purpose of determining the scope of adult vocational education and adult education thereby reducing conflicting ideas about the subject in Oklahoma.

Research Questions

The questions that this study sought to answer are as follows:

- (1) What is adult vocational education as defined by those familiar with adult vocational education and adult education programs in the state of Oklahoma?
- (2) What is the definition of adult education as defined by the same group in question #1?
- (3) Do the definitions differ or not, and in what ways do they differ or not differ?

Scope of Study

The study focused on the opinions of "subject matter experts" in the fields of adult vocational education and adult education in Oklahoma. As previously stated, the primary purpose was to derive a definition of adult vocational education. The secondary purpose was to present differences of definition between adult vocational education and adult education. Three research questions were formulated to provide guidelines and direction to the study.

Limitations of the Study

Since the purpose of the study was to derive a

definition, the researcher determined that administrators and directors of vocational education and non-vocational education programs would provide the best sources of information. Administrators and directors were often the people involved in program planning and course offerings. Therefore, their opinions were considered to be important. The study was also limited in the area of literature review. While there are many articles dealing with vocational education and adult education, few had addressed the definitional differences between adult education and adult vocational education. The study was also limited to the state of Oklahoma.

Assumption

It was assumed that a randomly selected group of administrators and directors in the vocational education and community education field had varying opinions on what adult vocational education and adult education included. By looking at the common elements of those varying opinions, workable definitions of adult vocational education and adult education could be determined, and differences could then be compared.

Definitions

For the purpose of the study, the following terms were defined:

Adult Education Program Area - adult basic education.

Adult Vocational Education Program Area - vocational education for adults.

Vocational Education - as defined legislatively in the review of the literature section of Chapter one.

Organization of the Study

Chapter one introduced the problem and purpose of the study. Also included were research questions, the scope and limitations of the study and important assumptions which were considered. Chapter one also reviews literature that deals with adult vocational education, adult basic education, legislation, and methodology references.

Chapter two explores how the study was conducted, and states the hypothesis of the study.

Chapter three analyzes the data from the study, categorizes the data and seeks to interpret the results by combining the literature review and responses from the questionnaire.

Chapter four is a summary of findings and conclusions. The chapter also includes recommendations for the application of findings and for further research.

A Review of Related Literature

Adult Vocational Education

According to Waiters, adults who learn job skills or receive training are clients of adult vocational education (1986):

Adult vocational education is a process by which adults prepare to enter an occupation in order to benefit themselves, their families, and their communities. (pg.1)

The publication further states that:
The need for adult vocational education can

be examined in terms of the existing vocational education system. Under this system, programs and activities are designed to develop basic education skills, to enhance occupational and career awareness, and to support job preparation. Courses in career exploration and occupational survival skills result in greater success in work. Additional training is provided to prepare a person for a specific job with a specific employer (inservice education in a hospital), for a specific occupation (cosmetology), or for a group of similar occupations (building trades). Adult needs are being met by a wide range of educational services in vocational areas. An important end-result is increased employability. (p.1).

Therefore, according to at least one source, adult vocational education is simply vocational education for the adult population.

Adult Basic Education

Adult Literacy Education programs are growing to meet the rising demand of literacy education. The United States Department of Education in its "Fact Sheet on Nationwide Functional Literacy Initiative" included the following statistics:

Each year, an estimated 2.3 million persons join the pool of those 23 million adults considered to be functionally illiterate. This number includes high school dropouts and "push-outs", legal and illegal immigrants, and refugees. (n.d.)

Literacy programs must respond to different perspectives, and consequently the programs have different purposes. The question is: "Is vocational education among those purposes?" In a Clearinghouse OVERVIEW Report on Adult, Career, and Vocational Education, two common models of purpose are described. They are (1) personal development and (2) improvement and social change.

The personal development model emphasizes individual development. In this model, literacy is viewed as a skill that will enable the adult to change. The empowerment and social change model emphasized making illiterate adults critically aware of social and political realities so that they can make changes in the existing system (Imel and Grieve, p.1).

Who delivers the program is an important qualifying factor. There are three primary delivery systems for adult education programs which are not federally funded: Volunteer organizations, employers, and community education agencies. Volunteer organizations such as the Literacy Volunteer of America (LVA) and Laubach Literacy Action (LLA) work with illiterate adults by providing tutors.

Employers provide a variety of educational services. According to Henry and Ramond (1982),

Employers are emerging as a third delivery system providing literacy training for individual development. They are increasingly providing basic skills training for employees. According to a recent study, Basic Skills in

the U.S. Work Force, 75 percent of the companies responding indicated they provided some type of remedial training (p.1).

And finally, community education agencies have taken on the role of providing community oriented adult literacy and basic education. The educational programs offered by community education agencies range from vocational education to crafts, and from higher education to recreation.

The method in which adult literacy or basic skills are taught is another important issue to consider. Functional competencies are the knowledge and skills that are needed to meet the daily requirements of adult life

in our society. A generally accepted functional competency list has not been developed, however according to Julie Miller (1986), functional literacy subject matter integrates both basic and life skills.

Basic skills include reading, computation writing, problem solving, and listening/viewing/speaking. Life skills focus on life roles such as employee, consumer citizen, family member, healthy individual and personal problem solver (p.1).

The New York State External High School Diploma Program which is an adult literacy program, has identified sixty-four basic skills and general competencies in areas that include occupational preparedness and specialized competencies in individualized occupational or vocational skills (Julie Miller, 1986).

A Clearinghouse OVERVIEW Entitled "Career Development in Adult Basic Education" (Juliet Miller, 1986, p.1.) discusses the goals of Adult Basic Education (ABE). Some of the goals include, increasing self-confidence of students, obtaining education necessary for enrolling in other programs, vocational training, obtaining better employment, obtaining a salary increase, and so forth; and preparing students to meet special short-term goals (e.g., complete job applications...).

The OVERVIEW Report goes on to describe ABE

students and justification for career development in adult basic education:

Since career development is a life long process, adults need career development assistance. ABE students have specific career development needs. When compared with their more advantaged counterparts the disadvantaged are less apt to be employed, to be employed in satisfying career options, and to be earning substantial incomes. ABE students may have had experiences that negatively affect their career development. They may lack basic skills, have had unsatisfying early vocational experiences, or low self-esteem due to their lack of success in previous experiences. Because of these factors, special areas need to be stressed in career development programs for adult basic education students (p.2).

According to this source, job skills are a tool used in teaching self-confidence.

Legislated Definitions

Vocational education is defined in the Vocational Education Act of 1963, P.L. 88-210 in the following way:

Sec. 8. (1) The term 'vocational education' means vocational or technical training or retraining which is given in schools or classes, and is conducted as part of a program designed to fit individuals for gainful employment as semiskilled or skilled workers or technicians in recognized occupations.

The definition of vocational education was amended in P.L. 94-482 or the Education Amendments Act of 1976, as follows:

Sec. 195. (1) The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals

for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

The Job Training Partnership Act of 1982, P.L. 97-300, included the following in the statement of purpose:

...to prepare youth and unskilled adults for entry into the labor force....
The term 'adult' means an individual who is 22 years of age or older.

P.L. 98-524 "The Carl D. Perkins Vocational Education Act of 1984", further provided for adults who were in need of training or retraining:

...to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults...for vocational education and training activities, including basic literacy instruction...

As stated legislatively the definitions and purposes of adult vocational education and adult vocational education overlaps. Under the definition of vocational education, adult basic education could be included in the scope and purpose. Therefore, the confusion in terms is not only conceptual, but it also stems from ambiguous legislation.

Methodology

According to the authors of Educational Research (1981), the data collection methods of mail questionnaires

and interviews often suffered from a lack of response. Any instrument should be made as brief and easy to respond to as possible. Structured or closed-form items facilitate data analysis, but unstructured or open question formats permitted greater depth of response and provided insight into reasons for responses (pp. 145-168).

In the book, Figuring Things Out, the telephone questionnaire survey method was outlined in detail, and a sample telephone survey and script was given. The book also suggests methods of analyzing data (p.117).

Alfred D. Garvin, author of Applied Statistics, provided examples of the chi square formula (pp. 121-145). Terms and formulas for reference were included in the book for data analysis.

CHAPTER II

METHODOLOGY AND HYPOTHESIS

The information needed for a definitional type of study is best retrieved by personal interviews. However, because of logistics in a state wide survey, it would be too costly to conduct personal interviews on a statewide basis. The researcher considered the mail questionnaire method as an alternative. The disadvantages of a mail questionnaire were the response rate, the lack of clarification/confirmation if needed, and the tendency to refer to materials for answers to "definition" types of questions.

Because of those limitations and obstacles, the researcher chose the telephone questionnaire survey method. That method was the most feasible method for the kind of information sought. The telephone questionnaire has better response rates than mail questionnaires, and has the capacity for clarification if needed - as in the personal face-to-face interview method. Data was analyzed qualitatively and quantitatively: response categories were

analyzed by content, and the number of responses was analyzed by the chi square

statistical formula:
$$X^2 = \sum \frac{(fo-fe)^2}{fe}$$

Hypothesis

The researcher, because of the review of related literature, formulated the null hypothesis for the study: There is no definitional difference between adult vocational education and adult education. To test the hypothesis the two variables, adult vocational education and adult education, had to be defined. More literature was reviewed and the study was conducted to provide data that would either support or not support the hypothesis.

Development of the Telephone Survey

In developing the instrument, the following considerations were reviewed: Definitions from the subjects should be in their own words, therefore the open ended question format would be effective. Subjects should also be given the opportunity to explain if there were differences in the definitions, and why they do not

differ or in what ways they differ. If the subjects were given choices, some reasons may not emerge.

In review of these considerations, the instrument was developed: (see appendix).

The instrument was pilot tested over the phone. The subjects that were tested were five members of the identified population who were not randomly selected sample members. The group understood the content and the structure of the questionnaire. Their only suggestion was to probe for more complete definitions. This was incorporated into the format and script of the instrument.

Description and Selection of Subjects

Subjects of the study were administrators and directors of programs listed in the 1986-1987 Oklahoma Educational Directory, a list of state funded community education programs in Oklahoma provided by the Oklahoma State Department of Education, and the 1986-87 Oklahoma Vocational and Technical Personnel Directory. Names that were duplicated in the directories were only listed once on a master list of the names of all administrators and directors in Oklahoma.

The final list consisted of 61 program directors/administrators and 56 community education directors making the total population 117. Twenty percent of the population, 23.4 subjects, was rounded up to 24 subjects for the sample size, however 29 subjects were chosen to insure that the response rate would be sufficient. Twelve subjects were randomly selected from each group. Consecutive numbers were assigned to each name, and a random number table was used to select the 29 subjects.

This sample was representative of the directors of programs in the state of Oklahoma. Therefore, the results of the study should be generalizable to the state. All members of the population would be qualified to give their opinions on the definitions of adult vocational education and adult education.

Collection of Data

A script was developed for the introduction and conclusion parts of the instrument. The telephone questionnaires were administered on March 25, 1987 between the hours of 10:00 am and 4:00 pm. There were no other

deviations from the script, and all responses were recorded verbatim. The questionnaires were administered by only the researcher to insure consistency among the calls. The response rate for the sample of 24 subjects was 100%.

Analysis of Data

The procedure for analyzing the results of the survey were as follows: First, a master list of all responses to questions (1) and (2) was made. The list eliminated duplicates, but frequency of response was recorded. Secondly, the questionnaires were separated into two groups: administrators from community or non-vocational education programs and vocational education programs. The questionnaires were then separated by the response to question (3), which dealt with whether or not there was a difference in the subjects' definitions of adult vocational education and adult education. A master list of (a) responses was made, and a master list of (b) responses was made. Duplicates were eliminated, but frequencies of responses were recorded.

By recording frequency, responses were found to fall

into categories. These categories could then be put on a chart for the purpose of comparing the two groups of subjects. A percentage of how many subjects felt that there were differences between the two definitions were recorded for each group of subjects. This percentage was determined by dividing the total number of subjects by the number of subjects who felt that there was no difference. A "mode" or most frequently given response category was determined. The analysis resulted in overall definition categories and a list of what differences, if any, were made between definitions. Also, the chi square formula was used to determine statistical significance.

CHAPTER III

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The following response categories were determined for the entire sample for questions (1) and (2). Responses to questions one and two represent 24 subjects. Some definitions contained more than one response category item per respondent. Response categories reflect concepts included in the definitions of adult vocational education and adult education in the most frequently used semantics. Responses are listed from the most frequent response to the least frequent response.

Response Categories and Frequencies

Question (1)

There were thirteen response categories for question one, which asked, "What is your definition of adult vocational education?" (See Table I). The mode, or most frequently given response dealt with the training or

retraining of adult for employment (8 responses). The next most frequent response dealt with preparing adults to enter the work force (5 responses). The technical courses related to training for adults (4 responses); other categories of response in order of frequency were as follows: Education and training in all areas needed for work including basic and technical skills for adults (3 responses): courses taught in vocational schools for adults (2 responses); courses for high school dropouts over 18 (2 responses); education that prepares adults for life (2 responses); life long learning process (2 responses); any type of vocational training that adults desire or need (2 responses); for the improvement of quality of living (1 response); specialized adult education dealing with job training (1 response); continuing education for employment (1 response); learning by doing and the application of knowledge (1 response).

Obviously, the definition response categories represented a wide scope of considerations and types of services included in the adult vocational education program area. The distribution of responses, the number of responses, and the variety of categories indicated that there were different ideas of what the adult vocational education program area included, how it was delivered, why it was offered, and where it was offered.

TABLE I
QUESTION (1)

What is your definition of adult vocational education?

Number of Responses	Response Category
8	Training or retraining adults for employment
5	Prepares adults to enter work force
4	Technical courses related to training for adults
3	Education and training in all areas needed for work including basic and technical skills for adults
2	Courses taught in Vocational schools for adults
2	Courses for High school dropouts over 18
2	Education that prepares adults for life
2	Life long learning process
2	Any type of vocational training that adults desire or need
1	For the improvement of quality of living
1	Specialized adult education dealing with job training
1	Continuing education for employment
1	Learning by doing and the application of knowledge

Response Categories and Frequencies

Question (2)

There were ten response categories for question two, which asked "What is your definition of adult education?" The mode response dealt with life long learning (7 responses). Four subjects defined adult education as education for high school dropouts or those over 18 for the purpose of achieving a GED or diploma. Four subjects defined adult education as all kinds of education programs for adults. Other response categories in order of frequency, were as follows: anything that adults need or desire to learn (4 responses); same as adult vocational education, but more general (3 responses); adult courses offered at higher education or community facilities (2 responses); same as adult vocational education, but includes courses not necessary for employment (2 responses); education for the elderly (1 response); basic adult literacy education (1 response); same as adult vocational education because adult education includes everything(1 response), (See Table II).

TABLE II
QUESTION (2)

What is your definition of adult education?

Number of Responses	Response Category
7	Life long learning
4	Education for High School dropouts or those over 18 for achieving a GED or diploma
4	All kinds of education programs for adults
4	Anything that adults need or desire to learn
3	Same as adult vocational education, but is more general
2	Adult courses offered at higher education or community facilities
2	Same as adult vocational education but includes courses not necessary for employment
1	Education for the elderly
1	Basic adult education (Literacy)
1	Same as adult vocational education because adult education includes everything

The definition response categories for question two were as wide in scope as the responses for question one. Even though there were fewer response categories, opinions varied. Once again, different ideas of what was included in the program area of adult education, why, it was offered, where it was offered, and for whom it was offered emerged.

Response Categories - Question 3a**Non-Vocational Education Group**

There were six response categories for the community education (non-vocational education) group for question 3a, which dealt with the differences in the definitions of adult vocational education and adult education program areas. The mode responses was that adult vocational education is more specialized and that adult education is more general (3 responses). Other response categories in order of frequency are as follows: adult education is more for self-improvement that is not work related (2 responses); the difference is whether the emphasis is on training for a job or not (2 responses); adult vocational education prepares adult for higher education (2 responses); adult vocational education is for transferability of skills; adult education is for fun (1 response); adult vocational education is short-term, adult education is life long (1 response), (See Table III).

TABLE III
 DIFFERENCE RESPONSES
 COMMUNITY EDUCATION (NON-VOCATIONAL EDUCATION)
 ADMINISTRATORS

<u>Number of Responses</u>	<u>Response Category</u>
3	Adult vocational education is more specialized; adult education is more general.
2	Adult education is more for self-improvement that is not work related.
2	The difference is whether the emphasis is on training for a job or not.
2	Adult vocational education prepares adults for jobs; adult education prepares adults for higher-education.
1	Adult vocational education is for transferability of skills; adult education is for fun.
1	Adult vocation education is short term, adult education is life long.

Response Categories - Question 3a**Vocational Education Group**

There were also six response categories for the vocational education group for question 3 a, which dealt with the differences in the definition of adult vocational education and adult education program areas. The mode response was that the program area differ in purpose; adult education is for interest, while adult vocational education is to get a job (4 responses). Two subjects stated that adult education included adult vocational education, but adult vocational education focuses on employment skills. Other response categories were represented with one response: adult vocational education is more specialized and adult education is more general; The difference is in where is was offered; the difference is in what is taught; the only difference is in the area of emphasis, (See Table IV).

TABLE IV
 DIFFERENCE RESPONSES
 VOCATIONAL EDUCATION ADMINISTRATORS

Number of Responses	Response Category
4	They differ in purpose; adult education is for interest; adult vocational education is to get a job.
2	Adult education includes adult vocational education, but adult vocational education focuses on employment skills
1	Adult vocational education is more specialized; adult education is more general.
1	The difference is where it is offered.
1	The difference is what is taught.
1	The only difference is in the area of emphasis.

Comparison of Groups

Question 3a

Both groups expressed similar conceptual differences in definition, which gave insight into the experiences and perceptions of administrators of non-vocational education program areas. Of the many differences that were indicated, one common thread was present. The primary difference was that adult vocational education is more specialized and adult education is more general. This difference refers to scope.

Response Categories and Frequencies

Non-Vocational Education Group

Question 3b

Question 3b, which dealt with the reasons why there were no differences in the definition of adult vocational education and adult education program areas had the same response frequencies, and received the same number of responses by both groups of subjects. Responses to question 3b supported the null hypothesis and provided insight as to why.

Community education (non-vocational education) subjects responded in the following ways; each response

was given once: Education is still for the same client - adults; Adult vocational education is still adult education, even if it is specialized; Life long education is still common to both (areas) because it is for adults (See Table V).

TABLE V

NO DIFFERENCE RESPONSES
COMMUNITY EDUCATION (NON-VOCATIONAL) ADMINISTRATORS

Number of Responses	Response Category
1	Education is still for the same client adults.
1	Adult vocational education is still adult education, even if it is specialized.
1	Life long education is still common to both because it is for adults.

Responses Categories and Frequencies

Vocational Education Group

Question 3b

Vocational education subjects also responded with one frequency to each response: Adult education takes in every kind of education; It is the same material and the same kind of student; They (the program areas) are both in the business of educating adults

The reasons given refer to the concept which was indicated in question 3a responses, which was that adult education encompassed adult vocational education. Some of the differences given as responses to question 3a are considered insignificant by subjects who responded to question 3b. Common elements are mentioned. However, responses to 3b, by using the words "still" or "even if", indicated that perhaps there are differences, (See Table VI).

TABLE VI
NO DIFFERENCE RESPONSES
VOCATIONAL EDUCATIONS ADMINISTRATORS

Number of Responses	Responses Category
1	Adult education takes in every kind of education.
1	It is the same material and the same kind of student.
1	They are both in the business of educating adults.

Chi Square Analysis of Data

Eighteen out of 24 subjects indicated that there were differences between their definitions of adult vocational education and adult education. Six out of 24 subjects indicated that there were no differences. A total of seventy-five percent explained differences, and a total of twenty-five percent explained why there were no differences.

A chi square statistical analysis was done to determine if the difference in definition was significant. The following contingency table resulted from the application of data to the chi square formula (See Table VI).

TABLE VII
CHI SQUARE CONTINGENCY TABLE

RESPONSES	GROUPS		
	Community Educational (non-vocational)	Vocational Education	
Observed Response (Difference)	9	9	18
Expected Response (No difference)	3	3	6
	12	12	24

The chi square value was found to be 3. With one degree of freedom. The two critical values were 2.706 (.10) and 3.841 (.05). The chi square value was less than 3.841, but greater than 2.706. Therefore, the following expression of finding describes the chi square analysis:

$$X^2=3, df 1; p < .10$$

Interpretation of Results

The two groups of randomly selected administrators from community education (non-vocational) and vocational education programs responded much in the same way. The differences between responses of the groups were so slight that they could just as easily be attributed to individual subject personalities as to group characteristics. While many responses were elements which contributed to "scope" definitions, the researcher regarded the similarities and differences as being important in exclusive definitions. The data from the study was interpreted and expressed by the following statement: Twenty-five percent of the sample defined adult vocational education and adult education program areas as being synonymous; seventy-five percent of the respondents defined adult vocational education and adult education program areas as being different.

The chi square analysis showed that the chi square value had no statistical significance at .05 degree of significance. However, because adult vocational education was defined as a subset of the adult education set, and because the population and sample size was small, the researcher interprets the differences in definition as having practical significance.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The research problem addressed the issue of a lack of exclusive definitions of adult vocational education and adult education, and the confusion of scope and overlapping of programs in the areas of adult vocational education and adult education.

Literature related to the two program areas was reviewed. According to the review, adult basic education could be included in adult vocational education, and adult vocational education is often a tool to teach adult basic education. A study was then conducted to test the null hypothesis: There is no definitional difference between adult education and adult vocational education. A randomly selected sample from a population consisting of non-vocational education and vocational education program

administrators in Oklahoma was asked in telephone interviews to give their definitions of adult vocational education and adult education and explain if there was a difference between the two programs. If they responded that there were differences, they indicated what differences. If they responded that there were no differences, they indicated why there were no differences.

The findings from the literature review and the study defined adult vocational education as, "a specialized area within the scope of adult education which prepares adults for some aspect of the world of work". Adult education was defined as, "a program area which encompasses all adult programs, including adult basic education and adult vocational education."

This difference expressed by the subjects exclusively defined adult vocational education from adult education, just as a subset of a set would be identified. The identifying difference, according to the responses was in the purpose of the the programs.

Conclusions

The study demonstrated the conflicting ideas and opinions on the subject of definitions in the program

areas of adult vocational education and adult education. One area, adult education, was defined as a program area which encompasses all adult programs, including adult basic education (literacy) and adult vocational education. The other area, adult vocational education, was found to be a specialized area within the scope of adult education, which prepared adults for some aspect of the world of work.

The researcher reviewed the definition of a subset, which was an identified set within a set which can stand alone. If a set of even numbers was within a set of whole numbers, the even numbers would still be a set because it could be identifiable and stand separately as a set.

The researcher concluded that adult vocational education was defined (identified) as a specialized area within the scope of adult education which prepares adults for some aspect of the world of work. Therefore, adult vocational education was a subset of the adult education set. Because of its specific difference in purpose, adult vocational education stands alone. Because of the findings in the chi square analysis, the difference in purpose was found to not have statistical significance, but differences were found and supported that significantly differentiated adult education and adult vocational education program area definitions for the

purpose of practical application. Adult vocational education is exclusive defined by purpose from the general definition of adult education.

Recommendations for Application

The researcher recommended that the following two applications of the conclusions of this study be made:

(1) Teacher-educators in the program areas of adult vocational education and adult education and their students should be made aware of the findings and issues included in the study for the purpose of further defining the roles of both kinds of programs.

(2) Administrators of non-vocational and vocational education programs should be exposed to the findings for the purpose of analyzing program content, methods, and the purpose of students who enroll so that the programs can be properly categorized and labeled if they are adult vocational education programs. This labeling will serve to assist administrators with focusing on the purpose of the program, thereby improving the quality.

Recommendations for Research

The researcher recommended that the following questions be researched:

(1) Conclusions were made concerning the way adult vocational education and adult education differed in definition, but how many adult education programs in Oklahoma include basic education and/or vocational education in their curriculum or course content?

(2) Are the differences in definitions of adult education and adult vocational education found in this study true for other states?

(3) What are other "subset" programs of adult education and what are their differences? What common elements do all of the "subsets" have that define adult education?

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APPENDIX

TELEPHONE QUESTIONNAIRE

TELEPHONE QUESTIONNAIRE

Hello, is this (subjects name)? My name is Kristi Pagna and I am a graduate student at OSU in Occupational and Adult Education. As part of a study, I am interested in your opinion about adult vocational education. Do you have a few minutes, or is there another time which would be more convenient when I could call back? (does not have time: schedule another time) (has time: continue with questions) First of all, these questions may require some thought, so please take time to formulate your answers.

1. From your experience, what is your definition of adult vocational education? _____

2. Alright, next - What is your definition of adult education? _____

- 3.

So would you say that your definitions of adult vocational education and adult education differ or do not differ? a. differ b. do not differ

a. In what ways do they differ? _____
_____ (probe: What else?)

b. Why do they not differ? _____
_____ (probe: What else?)

Well then subjects name, I want to thank you for participating in the study. The information you have given me will help better define adult vocational education in Oklahoma. I certainly appreciate your time! Goodbye.

.....

VITA

Kristi Janette Pagna

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