

AN ASSESSMENT OF MOTIVATIONAL CHARACTERISTICS  
PROMPTING UNIVERSITY GRADUATES TO  
CONTINUE THEIR EDUCATION  
AT TULSA JUNIOR COLLEGE

By

OMER WEBSTER COWEN, JR.

Bachelor of Science  
in Nursing  
University of Tulsa  
Tulsa, Oklahoma  
1968

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1979

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
DOCTOR OF EDUCATION  
May, 1985

Thesis  
1985D  
C874a  
cop. 2



AN ASSESSMENT OF MOTIVATIONAL CHARACTERISTICS  
PROMPTING UNIVERSITY GRADUATES TO  
CONTINUE THEIR EDUCATION  
AT TULSA JUNIOR COLLEGE

Thesis Approved:

*Wayne B. James*  
\_\_\_\_\_  
Thesis Adviser

*John L. Baird*  
\_\_\_\_\_  
*W. Dale Shaw*  
\_\_\_\_\_

*James P. Key*  
\_\_\_\_\_

*Norman N. Dunham*  
\_\_\_\_\_  
Dean of the Graduate College

## ACKNOWLEDGMENTS

I appreciate all the support and assistance I have received while conducting this research. I extend gratitude to Dr. Wayne James, my adviser, for her guidance during this study. I am most pleased to have observed Dr. James as a role model practicing the concepts of instructional techniques for the adult student. A special thanks goes to the other members of my committee -- Dr. Deke Johnson, Dr. James Key, and Dr. John Baird -- who gave their personal attention and time assisting me with revisions of this study.

High recognition is extended the university graduates, women and men, who continue to study and develop their skills. Without their cooperation, this study could not have been completed.

A very special thanks to Dr. Carla Thompson, statistical consultant in preparing this study. I extend my deep gratitude to Dr. Jeanette Girkin, a longtime friend and colleague. Her encouragement and assistance in the final preparation of this study will always be remembered.

To my family, I offer a loving thanks, especially to my wife, Beth, who provided a sense of direction during times when it was difficult to keep moving onward. I love my sons, Kevin and Jeff, for being independent, stable men who believed in "Dad."

## TABLE OF CONTENTS

| Chapter   | Page |
|---|------|
| I. INTRODUCTION. . . . .  | 1    |
| Statement of the Problem . . . . .  | 3    |
| Purpose of the Study . . . . .  | 3    |
| Need for the Study . . . . .  | 4    |
| Assumptions. . . . .  | 5    |
| Limitations. . . . .  | 5    |
| Definition of Terms. . . . .  | 5    |
| Organization of the Study. . . . .  | 6    |
| II. REVIEW OF THE LITERATURE. . . . .   | 7    |
| Introduction . . . . .  | 7    |
| Historical Perspective of Education for Adults . . . . .  | 7    |
| Perspectives of Adults Continuing Their Education. . . . .  | 9    |
| University Graduates Who Continue Their Education at<br>a Junior College . . . . .                        | 13   |
| Summary. . . . .  | 17   |
| III. METHODOLOGY . . . . .  | 19   |
| Population and Selection of the Sample . . . . .  | 19   |
| Instrumentation. . . . .  | 20   |
| Collection of the Data . . . . .  | 21   |
| Analysis of Data . . . . .  | 22   |
| IV. PRESENTATION OF FINDINGS. . . . .   | 23   |
| Overall Return Rate. . . . .  | 23   |
| Demographic Rate . . . . .  | 24   |
| University Graduates' Reasons for Returning to<br>College. . . . .  | 28   |
| How Age and Sex of the University Graduate Related<br>to Reasons for Returning to College. . . . .        | 32   |
| Reasons University Graduates Gave for Attending<br>Tulsa Junior College to Continue Their Study . . . . . | 35   |
| Results of University Graduates' Written Responses . . . . .  | 40   |
| Summary. . . . .  | 40   |

| Chapter   | Page |
|---|------|
| V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .   | 43   |
| Summary . . . . .   | 43   |
| Conclusions . . . . .   | 44   |
| Recommendations . . . . .   | 47   |
| Recommendations for Further Research . . . . .  | 48   |
| BIBLIOGRAPHY . . . . .  | 49   |
| APPENDIXES . . . . .  | 52   |
| APPENDIX A - QUESTIONNAIRE . . . . .  | 53   |
| APPENDIX B - COVER LETTER . . . . .   | 59   |
| APPENDIX C - UNIVERSITY GRADUATES' REASONS FOR RETURNING<br>TO COLLEGE . . . . .  | 61   |
| APPENDIX D - AGE OF THE UNIVERSITY GRADUATE RELATED TO REASONS<br>FOR RETURNING TO COLLEGE . . . . .  | 64   |
| APPENDIX E - SEX OF THE UNIVERSITY GRADUATE RELATED TO REASONS<br>FOR RETURNING TO COLLEGE . . . . .  | 67   |
| APPENDIX F - REASONS UNIVERSITY GRADUATES GAVE FOR ATTENDING<br>TULSA JUNIOR COLLEGE TO CONTINUE THEIR<br>STUDY . . . . .                       | 70   |
| APPENDIX G - THE UNIVERSITY GRADUATES' SEX AS RELATED TO<br>REASONS FOR ATTENDING TULSA JUNIOR<br>COLLEGE TO CONTINUE THEIR EDUCATION . . . . . | 74   |
| APPENDIX H - RESULTS OF UNIVERSITY GRADUATES' RESPONSES<br>TO OPEN-ENDED ITEMS . . . . .  | 78   |

## LIST OF TABLES

| Table  | Page |
|--|------|
| I. Sources of Education and Learning in the United States. . . .   | 11   |
| II. Description of Life-Cycle Phases. . . . .  | 14   |
| III. Demographic Data of University Graduates Who Continued<br>Their Education at Tulsa Junior College . . . . . | 25   |
| IV. Anticipation of Need for Continued Education Upon Completion<br>of University Degree. . . . .                | 29   |
| V. Reasons University Graduates Gave for Returning to College. .   | 30   |
| VI. Degree/Study Plans Sought by University Graduates . . . . .  | 31   |
| VII. University Graduates' Opinions About Taking Same University<br>Study Plan as Previously Taken. . . . .      | 32   |
| VIII. Age of University Graduates and Reasons for Returning<br>to College. . . . .                               | 34   |
| IX. Sex of University Graduates and Reasons for Returning<br>to College. . . . .                                 | 35   |
| X. Reasons University Graduates Attended Tulsa Junior College<br>for Continued Education . . . . .               | 36   |
| XI. Sex of University Graduates Attending Tulsa Junior<br>College . . . . .                                      | 38   |
| XII. University Graduates' Tulsa Junior College Campus Preference.   | 39   |
| XIII. Future Choice of Tulsa Junior College to Continue Education .  | 41   |
| XIV. University Graduates' Expectations of Tulsa Junior College. .   | 41   |

## CHAPTER I

### INTRODUCTION

Adults constitute a continually increasing proportion of students in two-year colleges (Lenning, 1977). Gleaser (1980) identified the junior college as an important educational resource for lifelong learning. He stated, "Education should be concurrent with the conduct of other responsibilities of adulthood" (p. 95). Adults are returning to the classroom for various reasons, at varying ages and at differing stages of life (Goveranti, 1982; Lenning, 1977). These adults require learning resources designed to meet differing needs during various developmental stages of life.

Research conducted by Burgess (1971) isolated reasons for adults' participation in educational activities. A desire to learn for attainment of personal, social, religious and employment goals was among reasons cited. Technological and sociological changes have occurred rapidly during the past decade requiring retraining and updating work skills, reported Freeman (1976). Furthermore, Freeman recognized that education oriented careers, popular during the 1960's, had decreased in demand in the job market of the 1980's.

The process of moving through the life cycle involves satisfying specific social roles (Havighurst, 1953). Erikson (1963) described seven stages of human development, each requiring different psychological and sociological adjustments. These adjustments require a need for growth as human beings



progress through the life cycle. Personality changes are possible in each stage of life. Life adjustments have implications for adjusting to change through educational pursuits (Sheehy, 1976).

Wharton (1973) re-emphasized, along with Erikson and Sheehy, the need for individuals to meet changes. He indicated that major events in adult life can change value systems. Divorce and the death of a spouse or child, for example, create an abrupt redirection of one's life course.

Women are often in need of seeking educational experiences. A study by Blaukoph (1981) recognized that women need to meet changes such as those demanded by the death of a spouse. Most importantly, however, they come to recognize the desire to fulfill their need for personal growth and preparation for employment. Cross (1981) considered women most vulnerable in adapting to change which may require development of new skills.

Changes in life style may require additional educational experiences. Those educational experiences were found in both formal and informal settings. Informal settings include personally directed learning (Knowles, 1980; Wharton, 1973). Wharton (1973) provided an additional perspective implying a need for continued education. This perspective was toward the rate of current technological change taking place in society. Competencies change with the advancement of technology. Individuals may seek these new competencies to improve their current skills.

Adults seek to continue their education (Knowles, 1980). The characteristics of adult learners were investigated in a study by Johnstone and Rivera (1965). According to Cross (1981), those research findings remain highly applicable today. Johnstone and Rivera found that continuing education was a middle and upper-middle class phenomenon. The findings revealed that women continue their education to a larger extent than men. A majority

of the participants were under 40 years of age and three-fourths of the participants were under 50 years of age. Eleven percent of the participants had 16 years of education. The Johnstone and Rivera study gave no particular emphasis to the university graduate as a continuing learner in the junior college.

During the spring semester of the 1983-1984 academic year at Tulsa Junior College, the total student enrollment was 12,753 (Tulsa Junior College, 1982). Among these students, there were 1,519 university graduates. These graduates had a baccalaureate or higher degree from a university. These adult learners who were university graduates represented 12 percent of the total student enrollment.

#### Statement of the Problem

The problem of this study was prompted by a lack of information or understanding regarding motivational characteristics of university graduates who continue their education at a junior college.

#### Purpose of the Study

The purpose of this study was to assess the motivational characteristics and specific needs of university graduates who chose additional continued education at Tulsa Junior College in Tulsa, Oklahoma.

This research sought to answer the following questions:

1. Who were the university graduates continuing their education at Tulsa Junior College?
2. What reasons did university graduates give for returning to college?
3. How did age and sex of the university graduates relate to their identified reasons for returning to college to continue their education?

4. What reasons did university graduates give for attending Tulsa Junior College as the appropriate educational source to continue their education?

#### Need for this Study

An understanding of why university graduates seek further education would be useful in developing specific learning environments to meet their educational needs. Research conducted by Bosher (1971) identified the theory that to know the nature of the individual learner and his/her reasons for participation in learning is an important starting point for any research on adult education. An understanding of why university graduates participate in continuing their education would facilitate the growth of theory and conceptual models to explain their participation.

Holt (1979) has researched the need for planning the education of future students. These findings reveal idealism, transition, and crisis as creating a need for educational change. Cross (1980) believed that the more people are educated, the more education they desire. A report prepared by Governanti (1982) revealed that adults were motivated to attend junior colleges to learn for learning's sake, occupational advancement, and humanitarian concerns.

According to Cross (1981), junior colleges must recognize sources of job obsolescence in the community. Technology is advancing so rapidly that adjustments in learning must take place to meet appropriate demands of these technological changes. Furthermore, Cross related that the changing roles of women result in their need for further education and updating.

### Assumptions

This study involved the following assumptions:

1. University graduates would respond honestly to the questionnaire.
2. The questionnaire utilized in this study was an accurate tool to assess the motivational characteristics of university graduates to continue their education at Tulsa Junior College.
3. Information gathered from the participants on the questionnaire for motivational characteristics was accurate.

### Limitations

This study contained the following limitations:

1. Potential respondents were limited to those university graduates enrolled at Tulsa Junior College during spring semester, 1984.
2. University graduates enrolled in credit courses were selected as respondents without considering university graduates enrolled in non-credit courses.

### Definition of Terms

The terms used in this study are:

Adult: Any person over the age of 18 years.

Continuing Education: A process by which an individual increases knowledge through selected formal educational courses.

Junior College: An academic institution offering courses two years beyond high school.

Motivational Characteristics: A situation happening within the university graduates' internal or external environment, creating a need to seek further education to satisfy that need.

University Graduate: Any person who has been awarded at least a bachelor's degree from an institution of higher learning.

### Organization of the Study

The organization of this study includes five chapters. Chapter I introduced the study, presenting the problem, purpose of the study, need for the study, assumptions, limitations and definition of terms. Chapter II includes a review of the related literature concerning continuing education, motivational characteristics of adult learners, and the university graduate as an adult learner. Chapter III describes the design of research for the study including the population, the data gathering instrument, data collection procedures, and analysis of data. The findings of the study are reported in Chapter IV. Chapter V presents a summary, conclusions, and recommendations for practice and further research.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The problem of this study was prompted by a lack of information or understanding regarding motivational characteristics of university graduates who continue their education at a junior college. Very little research has been completed regarding this particular group of adult learners.

The review of literature is presented in the following areas: (1) historical perspective of education for adults, (2) perspectives of adults who continue their education, and (3) university graduates who continue their education at a junior college.

#### Historical Perspective of Education for Adults

Tough (1971) emphasized that opportunity is necessary to give each person a chance to find him/herself, to live a life unique to one's personality. This adult education leader emphasized that adults focus on efforts to change themselves, to learn better ways of doing things, to gain new information and knowledge, and to change perception, behavior or performance.

Lovell (1980) discussed the nature of adult learning. He stated:

Adulthood is the time when the basic skills and abilities which were so rapidly acquired in childhood, are consolidated and exploited to the full and many new skills and competencies are learned. Learning is sometimes defined as the process which leads to relatively permanent changes in our potential for performance as the result of our past interaction with the environment (p. 13).

Cross (1982) related how difficult it would be to live in a rapidly changing society without learning new things. Adults must be able to adapt, to make the best decisions with the least harmful alternatives. Continuing education and information-seeking activities are ways that adults adapt and choose appropriate decisions. Continuing education and information-seeking activities in which adults participate are largely associated with level of education (Knox, 1977).

The significance of adult and continuing education has had an impact upon humankind for centuries. Houle (1963), author of The Inquiring Mind, gave a historical account of the "continuing learner." Houle cited evidence that individuals have continued to learn at every age. He wrote that all who have studied classical education should recall Plato's dialogues. Cato was said to have learned Greek at the age of 80 and Caesar to have planned each day for study. During the Dark Ages, Charlemagne studied foreign languages and held in great esteem those who taught the liberal arts.

Every era has provided for continuing learners. The late eighteenth and nineteenth centuries brought a desire for the spread of education. Long (1981) recorded the manner in which taverns served as a gathering place for individuals to share information during this time. The taverns were open to all segments of society and a variety of individuals gathered in the taverns to discuss their learning needs.

The Junto was formed under the leadership of Benjamin Franklin. This was a group of townspeople gathering to have informal discussions (Smith, 1982). Holbrook, in 1825, created the Lyceum to promote mutual improvement of the members through study and association (Smith, 1982).

The movement of educational opportunities and continuing education has been brought about, in a great part, by legislation. The Morrill Act of 1862 established a college within each state by means of a land grant agreement. The Morrill Act, and later the Hatch Act, 1887, were enacted to provide scientific and technical information.

Peterson (1980) identified the concept of lifelong learning in America as included in the Mondale Act of 1976. The Mondale Act of 1976 was passed to provide lifelong learning services within the United States. It called for numerous initiatives which included: (1) establishing an educational clearinghouse, (2) studying methods for financing lifelong learning, (3) reviewing non-school learning opportunities, (4) analyzing barriers to lifelong learning, (5) analyzing appropriate Federal, State and Local roles for lifelong learning, (6) assessing the educational needs of adults, and (7) reviewing the use of educational benefits by trade unions.

#### Perspectives of Adults Continuing Their Education

Locations for adult learning are varied and diverse. Wherever adults are located, purposeful learning is likely to take place. Adults may take classes on commuter trains, submarines, or luxury liners; they may study in hotels, museums, libraries, factories, churches and synagogues, their own homes or other peoples homes, hospitals, office buildings, community centers, stores, and colleges and universities (Darkenwald, 1982).



Specifically relating to junior colleges, adults are attracted to these locations for learning because of proximity to their homes. In many instances, the tuition is either free or much lower than private educational sources (Peterson, 1979). Peterson identified sources of education in the United States which are presented in Table I. Statistics are reported in the usual range and numbers of participants in millions.

Darkenwald (1982) identified a "highly informal" educational setting as any purposeful, systematic, and sustained learning activity that is not planned, sponsored, or directed by an organization. "Highly informal" adult education occurs in "natural" social settings. Darkenwald designated four categories used as an organizing framework in the overview of adult education agencies. These educational agencies were (1) educational institutions (junior colleges, four-year colleges, and universities), (2) quasi-educational organizations (cultural organizations), (3) non-educational organizations (business and industry, governmental institutions), and (4) other agencies (hospitals, health programs, Chamber of Commerce).

Other sources of adult education were classified by Shroeder (1970). Shroeder classified agencies of adult education as (1) those in which adult education is the central function (proprietary school), (2) locations where adults and youth are both served, (3) those which serve educational and non-educational needs of the community, and (4) special groups serving adults.

Johnstone and Rivera's longitudinal study (1965), Volunteers in Learning, found distinctive features of adults who participated in learning. The first distinctive feature of the participants was the median age of 36.5 years. The participants were about equally divided between men and women. There was an under-representation of Black Americans and

TABLE I  
SOURCES OF EDUCATION AND LEARNING  
IN THE UNITED STATES

| Source of Education<br>and Learning                  | Usual Age of<br>Students (years) | Participants<br>in Millions |
|--|----------------------------------|-----------------------------|
| 1. Schools   |                                  |                             |
| A. Preprimary education                              | 1-4                              | 10.0                        |
| B. Elementary and secondary                          | 5-17                             | 42.0                        |
| C. College and university<br>undergraduate education | 18-21                            | 9.5                         |
| D. Graduate and professional<br>education            | 21-27                            | 1.5                         |
| E. Public school adult education                     | 16-older                         | 1.8                         |
| F. Proprietary schools                               | 18-older                         | 1.2                         |
| G. University extension and<br>continuing education  | 28-older                         | 3.3                         |
| H. Community education                               | all ages                         | .5                          |
| II. Nonschool Organizations                          |                                  |                             |
| A. Private industry                                  |                                  | 5.8                         |
| B. Professional associations                         |                                  | 5.5                         |
| C. Trade unions                                      |                                  | .6                          |
| D. Government service                                |                                  | 3.0                         |
| E. Federal manpower programs                         |                                  | 1.7                         |
| F. Military services                                 |                                  | 1.5                         |
| G. Agriculture extension                             |                                  | 12.0                        |
| H. City recreation departments                       |                                  | 5.0                         |
| I. Community organizations                           |                                  | 7.4                         |
| J. Churches and synagogues                           |                                  | 3.3                         |
| K. Free universities                                 |                                  | .2                          |
| L. Parks and forest                                  |                                  | No meaningful estimate      |
| III. Individually used sources                       |                                  |                             |
| A. Personal-at-hand                                  |                                  | Virtually everyone          |
| B. Personal-at-a-distance                            |                                  | "                           |
| C. Travel  |                                  | "                           |
| D. Print media                                       |                                  | "                           |
| E. Electronic media                                  |                                  | "                           |

Source: Peterson, Richard. Lifelong Learning in America. San Francisco: Jossey-Bass Publishers, 1980, p. 15.

widows and widowers. There was a slight over-representation of married persons.

Cross (1980) reported that today's adult learners represent the advantaged classes of society. They are disproportionately younger, white, better educated, and higher salaried. Cross considered the most important predictor of adults' engaging in organized learning activities is their past level of educational attainment.

Specific motivational characteristics for adults to continue their education are varied. Burgess (1971) identified the following motivators as characteristics of adults who continue their learning: (1) a desire to know something, (2) to achieve a personal goal, (3) to escape, (4) to take part in an activity, and (5) to comply with some formal requirements. Johnstone and Rivera (1965) found that adults seek continued learning to: (1) become better informed persons, (2) prepare for a new job, (3) spend time enjoying something, (4) meet new and interesting people, (5) get away from daily routines, (6) improve skills, (7) increase income, and (8) attain personal development.

Gross (1977) recognized the following characteristics of lifelong learners. Lifelong learners (1) open up for new experiences, (2) want to know more about something, (3) feel better about themselves when successfully learning something new, (4) learn from experiences which are not usually considered "subjects," (5) want to learn how to prepare for the future years of life, (6) invest in their own growth, and (7) are attracted by one of the educational programs offered by colleges and universities around the country.

Motivational characteristics are often a result of where the adult is in the life cycle (Levinson, 1974; Sheehy, 1974; Havighurst, 1953). Cross

(1981) has organized a description of life-cycle phases. This description of life cycle phases is found in Table II.

Adults are in constant change as they move through the life cycle. Although the number of interests a person has through his or her adult life cycle may remain relatively constant, "the content and time-energy investment in them tends to change" (Knowles, 1980, p. 91). Claxton (1982) considered life change a motivational characteristic of college students as reason to continue their education. An example of these changes are death of a spouse, divorce, new job, or the fact that the last child has entered elementary school.

#### University Graduates Who Continue Their Education at a Junior College

The literature emphasized adults who continued their education throughout their life-spans. Specific reference to the university graduate was rarely found.

Adults who are professionals need to investigate where "they are" (Rivera, 1983). This need was identified as "professional life planning." This places those adults in a position to review their alternatives for change or for enhancement of educational goals.

Another term for professional life planning was career development (Rivera, 1983). This process of career development came through in-service or staff development, or in other ways, such as personal choice in several educational options. Rivera (1983) identified four major actions comprising the essence of career planning for the professional. Those actions were: (1) self-assessment of professional strengths and weaknesses, (2) planning growth through goal setting, (3) organizing activities and records in line with goals, and (4) evaluating professional goals period-

TABLE II  
 DESCRIPTIONS OF LIFE-CYCLE PHASES

| Phases and Age                           | Marker Events  | Psychic Tasks  |
|--|--|--|
| Leaving Home<br>18-22 Years              | Leaving home<br>Establish new living arrangements<br>Enter college<br>Start first full-time job<br>Select mate                                 | Establishing autonomy and independence from family<br>Define identity<br>Define sex role<br>Establish new peer alliances   |
| Moving into Adult World<br>22-28 Years   | Marry<br>Establish home<br>Become parent<br>Get hired/fired/quit job<br>Enter into community activities  | Regard self as adult<br>Develop capacity for intimacy<br>Fashion initial life structure<br>Build the dream<br>Find a mentor  |
| Search for Stability<br>29-36 Years      | Establish children in school<br>Progress in career or consider change<br>Possible separation, divorce, remarriage<br>Possible return to school | Reappraise relationships and present commitments<br>Reexamine life structure and present commitments<br>Strive for success<br>Search for stability, security, control<br>Search for personal values<br>Set long-range goals<br>Accept growing children |
| Becoming One's Own Person<br>37-42 Years | Crucial promotion<br>Break with mentor<br>Responsible for three-generation family<br>For women: empty nest; enter career and education         | Face reality<br>Confront mortality, sense of aging<br>Prune dependent ties to boss, spouse, mentor<br>Reassess marriage<br>Reassess personal priorities and values   |

TABLE II (Continued)

| Phases and Age                    | Marker Events                             | Psychic Tasks                                      |
|-----------------------------------|---|--|
| Settling Down<br>43-55 Years      | Cap career                                | Increase feelings of self-awareness and competence |
|                                   | Become mentor                             | Reestablish family relationships                   |
|                                   | Launch children; become grandparents      | Enjoy one's choice and life style                  |
|                                   | New interests and hobbies                 | Reexamine the fit between life structure and self  |
|                                   | Physical limitations; menopause           |  |
| The Mellowing<br>56-64 Years      | Active participations in community events |  |
|                                   | Possible loss of mate                     | Accomplish goals in the time left to live          |
| Life Review<br>64 Years and Older | Preparation for retirement                | Accept and adjust to aging process                 |
|                                   | Retirement                                | Search for integrity versus despair                |
|                                   | Physical decline                          | Acceptance of self                                 |
|                                   | Change in finances                        | Disengagement                                      |
|                                   | New living arrangements                   | Rehearsal for death of spouse                      |
|                                   | Death of friends/spouse                   |  |
|                                   | Major shift in daily routine              |  |

Source: Cross, Patricia. Adults as Learners. San Francisco: Jossey-Bass Publishers, 1981. pp. 174-175.

ically. Once the basics of evaluation were completed, new assessments and new plans were initiated. Priorities were then re-established.

Fisher - Thompson (1981) reported on the status of re-entry women into college systems. The report emphasized that public two-year colleges were finding an increase in the enrollment of women. Many of these women had roles which took priority over college plans. These women had suspended their professional career development to care for children at home or to be house managers. When these roles changed or could be relinquished, women returned to continue their learning.

Adult and continuing education is necessary to provide for individual growth (Smith, 1982). Smith cited the increasing demand of some states for professionals to collect continuing education units (CEU's). Smith stated, "Legislation mandates involved continued education for re-licensure" (p. 6).

Re-evaluation of a university graduate's career potential may require additional skills. Hill (1979) found reasons for individuals to seek continued education as a result of personal educational planning. She stated, "Most commonly mentioned reasons for returning to school were for personal satisfaction, to develop new skills, to get a better job or promotion, and to change careers" (p. 27).

Literature specifically related to university graduates who have returned to a junior college for continuing education was rare. Moon (1980) addressed a Montgomery College Conference concerned with issues expected to affect Maryland's two-year colleges in the 1980's. Moon identified the following points of concern:

1. that the instability in both career picture and the family picture contributing to learning needs by adults and their participation in learning activities will increase.
2. that if you are white, you are more apt to participate in education than if you are black.

3. that a significant number of people said their involvement in learning activities was because of job related demands, either to seek a new job, or because the boss had suggested the course be taken (p. 131).

### Summary

Little information was available regarding university graduates who continue their education in a junior college. Increased understanding of the motivational characteristics of these university graduates who attend a junior college is necessary.

Historically, the adult who seeks further learning does so to find better ways of doing something or to gain new information or knowledge. The adult's self concept may improve by experiencing continued learning.

History reveals that whole cultures have been based upon continued learning. Leaders of the past prized learning. Although classical learning may not have been available to everyone, technical learning, such as skills of common labor, was provided to the lower social classes.

Locations for learning have varied throughout the history of adult education. Adults gathered in groups at their businesses, farms, and townhall meetings to discuss needs for improving themselves. Other locations for adults to continue their learning were in museums, libraries, and churches.

Legislation stimulated the opportunity for university graduates to continue learning. The Morrill Act established the land-grant colleges. The Mondale Act legislated the concept of lifelong learning.

Research indicated that adults do seek learning, although few sources relating to the university graduates were found in the literature. University graduates are adults and do seek continued learning.



Motivational characteristics of adults who sought continued learning varied. Some of these motivational characteristics were changes in value, beliefs, life styles, interests and learning for enjoyment.

## CHAPTER III

### METHODOLOGY

This chapter discusses the methodology selected for this study. Methodology is organized into the following sections: (1) population and selection of the sample, (2) instrumentation, (3) collection of the data, and (4) analysis of the data.

The purpose of this study was to assess the motivational characteristics and specific needs of university graduates who chose additional continued education at Tulsa Junior College. This study sought to answer the following questions:

1. Who were the university graduates continuing their education at Tulsa Junior College?
2. What reasons did university graduates give for returning to college?
3. How did age and sex of the university graduates relate to their identified reasons for returning to college to continue their education?
4. What reasons did university graduates give for attending Tulsa Junior College as the appropriate educational source to continue their education?

#### Population and Selection of the Sample

The population of this study consisted of 1,519 university graduates enrolled for the Spring semester of the 1983-1984 academic year at Tulsa

Junior College in Tulsa, Oklahoma. A computer print-out of labels of all enrolled university graduates was obtained from the office of the Registrar in preparation for the sample selection. Each label was cut from the print-out and placed in a container. The labels were mixed by hand. One-tenth of the universe was selected into the pool of potential respondents. A sample of 150 potential respondents was drawn.

#### Instrumentation

The instrument utilized in this study was a questionnaire developed by the researcher. The questionnaire was structured to include items which identified the motivational characteristics which led university graduates to seek continued education at Tulsa Junior College.

To facilitate construction of the questionnaire the researcher conducted a telephone survey of 20 university graduates who had been enrolled at Tulsa Junior College during the academic year of 1981-1982. Each graduate was asked why he/she returned to Tulsa Junior College to continue his/her education. The university graduates were encouraged to share any comments or suggestions relevant to development of the questionnaire. Comments and suggestions were incorporated into the questionnaire.

The questionnaire consisted of: (1) demographic data on the respondents: age, sex, marital status, current professional and educational backgrounds; (2) questions pertaining to the motivational characteristics of university graduates continuing their education; and (3) questions related to the educational goals of university graduates continuing their education. Subjects responded to controlled-choice questions. Additional space was provided in an open-ended format to allow for unanticipated responses. Careful consideration was given in selecting the age categories. The age

categories were the same as identified by Cross (1981) in her summarization of age, marker events and psychic tasks.

In order to pre-test the questionnaire, eight university graduates at Tulsa Junior College were selected to critique the instrument. Specific action was taken by the researcher to include only those university graduates who would not be part of the research sample. These university graduates were asked to assess the instrument for clarity and relevance to the topic under study and to offer any comments they believed necessary to make the instrument more meaningful. Personal attention was given to the eight university graduates to identify any questions they might have had regarding instructions for administration of the instrument. After the pre-test, the following changes were made in the questionnaire: (1) grammatical corrections, (2) additional choices of reasons for continuing education, and (3) additional items to assess motivational characteristics of respondents. A copy of the final questionnaire is found in Appendix A.

#### Collection of the Data

The questionnaire was administered to 150 university graduates enrolled in the 1983-1984 Spring semester of Tulsa Junior College. The first item, "I have completed a minimum of a bachelor's degree from a university" was included to assure that all respondents did, in fact, meet the criteria.

Access to the university graduate population of Tulsa Junior College and the time interval needed for mailing and return of the questionnaire were considered in selecting the time frame for this study. The period between February 14 and March 21, 1984 was selected as the time interval. This time interval was considered because of continuity and freedom from interruption from holidays.

A list of labels was coded corresponding to a designated code on the mailed questionnaire, so that follow-up contact could be made if necessary. The questionnaire, accompanied by a cover letter and stamped, self-addressed envelope, was mailed to the 150 university graduates during February, 1984. A copy of the cover letter appears in Appendix B.

Data from the questionnaire were assessed and tabulated. Frequencies and percentages were used to describe the data collected.

#### Analysis of the Data

The Statistical Package for the Social Sciences (SPSS) (1975) was utilized to analyze the data. Demographic data were analyzed using the SPSS sub-program frequencies. Tables of Cross tabulation were generated to determine reasons university graduates returned to college when variables of sex and age were considered. Tables of cross tabulations were generated to determine the reasons university graduates specifically attended Tulsa Junior College to continue study when the variable of respondents' sex was considered.

The Chi Square test of statistical significance was used to determine whether or not a relationship existed between: (1) age and sex of the university graduates and their reasons for returning to college, and (2) age of the university graduates and their reasons for attending Tulsa Junior College to continue their study.

If a significant relationship was identified by use of Chi Square, then Cramer's V was utilized to determine the strength of that relationship. Cramer's V is a measure of association for nominal or categorical data (Nie, 1975).

## CHAPTER IV

### PRESENTATION OF FINDINGS

The purpose of this study was to assess the motivational characteristics and special needs of university graduates who chose additional continued education at Tulsa Junior College. This chapter is organized into the following sections: (1) overall return rate, (2) demographic data, (3) university graduates' reasons for returning to college, (4) how age and sex of the university graduate related to reasons for returning to college, (5) reasons university graduates gave for attending Tulsa Junior College to continue their study, (6) the university graduates' sex related to reasons for attending Tulsa Junior College to continue their study, (7) university graduates' written responses, and (8) summary.

#### Overall Return Rate

The questionnaire developed was utilized for all of the selected university graduates. These university graduates were enrolled in credit courses at Tulsa Junior College during the Spring semester of 1984.

The overall return rate from a sample of 150 possible respondents was 111 university graduates. Item number one, "I have completed a minimum of a bachelors degree from a university" was used to check the requirement for participating in this study. Six respondents checked that they were not university graduates. These six respondents were discarded as not qualifying for this study. It was determined by this researcher that 105 respondents

qualified for this study. The 105 qualifying respondents represented 70 percent of the sample used to study the population.

#### Demographic Data

Demographic data were gathered from the respondents. These data are found in Table III.

Approximately the same number of females and males responded to the questionnaire. Fifty-one of the respondents (48.6%) were female and 54 of the respondents (51.4%) were male.

The largest grouping of respondents (36) were 29 to 36 years of age. This represented 34.4 percent of all the possible respondents. Sixty-five of the respondents (62%) were under the age of 36. Thirty-seven of the respondents (35.2%) were 37 to 55 years of age.

A question on marital status yielded no respondents who were widowed. Approximately three-fifths (61%) of the respondents were married. Two-fifths of the respondents (39%) were single or divorced.

The highest degree attained by these university graduates was a doctorate. The majority of respondents (68.6%) had earned a bachelor's degree. More than one-third of the respondents (31.5%) possessed a master's degree or higher.

In response to a question asking when their last degree was completed, over one-third of these graduates (38.1%) indicated they had completed university degrees more than 10 years ago. Thirty-three of the respondents (40.9%) had completed university degrees six or less years previously.

Over one-half of the respondents (52.4%) were currently employed full time. Twelve of the university graduates (11.4%) responded that they were employed, but were seeking another job. Nine of the university graduates (8.6%) were not employed, but were seeking employment.

TABLE III

DEMOGRAPHIC DATA OF UNIVERSITY GRADUATES  
WHO CONTINUED THEIR EDUCATION  
AT TULSA JUNIOR COLLEGE

| Demographic Category           | Frequency<br>N | Percentage<br>of<br>*Responses |
|--------------------------------|----------------|--------------------------------|
| <b>Sex</b>                     |                |                                |
| Female                         | 51             | 48.6                           |
| Male                           | 54             | 51.4                           |
| Total                          | <u>105</u>     | <u>100.0</u>                   |
| <b>Age</b>                     |                |                                |
| Up to 22 years                 | 3              | 2.9                            |
| 23 to 28 years                 | 26             | 24.8                           |
| 29 to 36 years                 | 36             | 34.3                           |
| 37 to 42 years                 | 21             | 20.0                           |
| 43 to 55 years                 | 16             | 15.2                           |
| 56 to 64 years                 | 2              | 1.9                            |
| 65 years and older             | 1              | 1.0                            |
| Total                          | <u>105</u>     | <u>*100.0</u>                  |
| <b>Marital Status</b>          |                |                                |
| Single                         | 30             | 28.5                           |
| Married                        | 64             | 61.0                           |
| Divorced                       | 11             | 10.5                           |
| Widowed                        | 0              | 0.0                            |
| Total                          | <u>105</u>     | <u>100.0</u>                   |
| <b>Highest Degree Attained</b> |                |                                |
| Bachelor of Science            | 47             | 44.8                           |
| Bachelor of Arts               | 25             | 23.8                           |
| Master of Science              | 11             | 10.5                           |
| Master of Art                  | 15             | 14.3                           |
| Ed.D./Ph.D.                    | 4              | 3.8                            |
| No response                    | 3              | 2.9                            |
| Total                          | <u>105</u>     | <u>*100.0</u>                  |



TABLE III (Continued)

| Demographic Category                                    | Frequency<br>N | Percentage<br>of<br>*Responses |
|---|----------------|--------------------------------|
| <b>When Last Degree Attained</b>                        |                |                                |
| 1 month to 3 years                                      | 19             | 18.1                           |
| 4 years to 6 years                                      | 24             | 22.8                           |
| 7 years to 10 years                                     | 22             | 21.0                           |
| Over 10 years   | 40             | 38.1                           |
| Total   | <u>105</u>     | <u>100.0</u>                   |
| <b>Current Employment Status</b>                        |                |                                |
| Not employed/not seeking                                | 12             | 11.4                           |
| Not employed/seeking                                    | 9              | 8.6                            |
| Employed part-time                                      | 10             | 9.5                            |
| Employed full-time                                      | 55             | 52.4                           |
| Employed/seeking  | 12             | 11.4                           |
| Employed/full/part-time                                 | 4              | 3.8                            |
| No response   | 3              | 2.9                            |
| Total   | <u>105</u>     | <u>100.0</u>                   |
| <b>Currently Employed in Area of Interest</b>           |                |                                |
| Yes   | 45             | 42.9                           |
| No  | 44             | 41.9                           |
| No response   | 16             | 15.2                           |
| Total   | <u>105</u>     | <u>100.0</u>                   |
| <b>Length of Time Employed in the<br/>Area Prepared</b> |                |                                |
| 1 to 3 years  | 27             | 25.7                           |
| 4 to 6 years  | 18             | 17.1                           |
| 7 to 10 years   | 16             | 15.2                           |
| 11 to 15 years  | 8              | 7.6                            |
| 15 and over   | 11             | 10.5                           |
| No response   | 25             | 23.8                           |
| Total   | <u>105</u>     | <u>*100.0</u>                  |
| <b>Credit Hours Enrolled</b>                            |                |                                |
| Up to 5 hours   | 80             | 76.2                           |
| 6 to 8 hours  | 18             | 17.1                           |
| 9 to 11 hours   | 4              | 3.8                            |
| 12 or more hours  | 3              | 2.9                            |
| Total   | <u>105</u>     | <u>100.0</u>                   |

TABLE III (Continued)

| Demographic Category       | Frequency<br>N | Percentage<br>of<br>*Responses |
|----------------------------|----------------|--------------------------------|
| When Classes are Attended  |                |                                |
| Day                        | 15             | 14.3                           |
| Evening                    | 83             | 79.0                           |
| Both day/evening           | 5              | 4.8                            |
| No response                | 2              | 1.9                            |
| Total                      | <u>105</u>     | <u>*100.0</u>                  |
| Number of Semesters at TJC |                |                                |
| First semester             | 44             | 41.9                           |
| 2 to 4 semesters           | 45             | 42.9                           |
| 5 or more semesters        | 15             | 14.3                           |
| No response                | 1              | 1.0                            |
| Total                      | <u>105</u>     | <u>* 100.0</u>                 |

\*Total may not equal 100 due to rounding.

When asked if they were employed in the area of interest for which they were prepared, 45 of the respondents (42.9%) reported that they were. Another 44 respondents (41.9%) were not employed in the area of interest for which they prepared.

Twenty-seven of the respondents (25.7%) had been employed three years or less in the area for which they were prepared at the university level. Sixty-one of the respondents (58%) had been employed 10 years or less in an area for which they were prepared at the university level.

Responses to a question asking how many credit hours these university graduates were taking in the current semester showed that three-fourths of respondents (76.2%) were enrolled in five or fewer credit hours. Eighteen of the respondents (17.1%) were enrolled in six to eight credit hours.

Evening classes were apparently most popular with respondents in this study. Eighty-three of the respondents (79%) attended class during the evening. Fifteen of the respondents (14.3%) attended classes during the day.

Over one-half of the respondents (58.2%) had attended Tulsa Junior College for two or more semesters. Forty-four of the respondents (41.9%) were attending Tulsa Junior College for the first time.

#### University Graduates' Reasons for Returning to College

University graduates' reasons for returning to college were explored in their responses to a number of survey questions. Results of those responses are reported here.

Respondents were asked, "When you completed your university degree, did you anticipate any need for more formal education?" Responses to this question are described in Table IV. Over one-half (53.3%) of the respondents

TABLE IV

ANTICIPATION OF NEED FOR CONTINUED EDUCATION  
UPON COMPLETION OF UNIVERSITY DEGREE

| Response | Frequency<br>N | Percentage of<br>*Total Responses |
|----------|----------------|-----------------------------------|
| Yes      | 56             | 53.3                              |
| No       | 49             | 46.7                              |
| Total    | 105            | *100.0                            |

\*Total may not equal 100 due to rounding.

perceived the need for more formal education upon completion of their university degree.

In another questionnaire item, the university graduates were asked, "Why are you returning to college?" Each respondent had the opportunity to select one or more of the following reasons for returning to college: (1) "I enjoy learning for learning's sake," (2) "to attain an additional skill for my present employment," (3) "to prepare for a possible career change," (4) "to maintain continued educational credits (CEU)," (5) "because my employer will pay for educational experiences," and (6) "comments." All the various combinations of reasons for returning to college were identified and are described in Appendix C. Responses to each of the reasons identified in the questionnaire item were then tabulated to obtain frequencies and percentages; these results are described in Table V.

Fifty-six of the respondents (37.3%) selected "career change" as a reason for returning to college. Sixty-eight respondents selected "enjoy

TABLE V  
REASONS UNIVERSITY GRADUATES GAVE  
FOR RETURNING TO COLLEGE

| Reasons for Returning            | Frequency<br>N * | Percentage of<br>Responses ** |
|----------------------------------|------------------|-------------------------------|
| Enjoy learning                   | 35               | 23.3                          |
| Increase skills                  | 33               | 22.0                          |
| Career change                    | 56               | 37.3                          |
| Continuing education units (CEU) | 7                | 4.6                           |
| Employer pays tuition            | 6                | 4.0                           |
| Comments                         | 13               | 8.6                           |
| Total                            | <u>150*</u>      | <u>**100.0</u>                |

\*Total does not equal 105 due to option of respondents to make multiple selections.

\*\*Total may not equal 100 due to rounding.

learning" and "increase skills" (45.3%) as reasons for returning to college.

An opportunity was also provided respondents to write additional comments they believed necessary relative to the item. The written comments included reasons such as: (1) taking courses to qualify for a specific teaching certificate, and (2) preparation to qualify on licensure examinations.

Information on degree/study plans sought by university graduates is found in Table VI. The university graduates were asked, "Which of the following study plans are you seeking?" Approximately three-fourths (73.3%) indicated they were pursuing selected courses. Seventeen respondents (16.2%) indicated they were pursuing a two-year associate degree.

TABLE VI  
DEGREE/STUDY PLANS SOUGHT BY UNIVERSITY GRADUATES

| Study plan                 | Frequency<br>N | Percentage of<br>Total Responses* |
|----------------------------|----------------|-----------------------------------|
| Associate Degree           | 17             | 16.2                              |
| Certificate of Achievement | 6              | 5.7                               |
| Selected courses           | 77             | 73.3                              |
| No response                | 5              | 4.8                               |
| Total                      | <u>105</u>     | <u>*100.0</u>                     |

\*Total may not equal 100 due to rounding.

Table VII reports the university graduates' opinions about taking the same university study plan. The graduates responded to the following question: "If you were to start your university study again, what would you do?" Respondents selected one of the following options to complete the thought: (1) "take the same plan of study," (2) "completely change my plan of study to another area," (3) "change my plan of study, but stay in my present area of concentration (i.e., English, Music, History, Law)," and (4) "begin study at a junior college." Forty-two of the respondents (40%) indicated they would completely change their university plan of study if given opportunity to start again. Fifty-four respondents (51.4%) indicated they would pursue the same or related university plan of study.

TABLE VII  
UNIVERSITY GRADUATES OPINIONS ABOUT TAKING SAME  
UNIVERSITY STUDY PLAN AS PREVIOUSLY TAKEN

| Plan of Action                      | Frequency<br>N | Percentage of<br>Total Responses* |
|-------------------------------------|----------------|-----------------------------------|
| Take same study plan                | 27             | 25.7                              |
| Completely change study plan        | 42             | 40.0                              |
| Change plan of study in same area   | 27             | 25.7                              |
| Begin study at Tulsa Junior College | 1              | 1.0                               |
| No response                         | 8              | 7.6                               |
| Total                               | <u>105</u>     | <u>*100.0</u>                     |

\*Total may not equal 100 due to rounding.

How Age and Sex of the University  
Graduate Related to Reasons for  
Returning to College

Demographic data and data gathered regarding university graduates' reasons for returning to college were used to examine relationships between factors. Correlations were tested relating the age of university graduates to their reasons for returning to college. The sex of university graduates was also correlated to their reasons for returning to college.

The graduates' responses to the questionnaire item "Why are you returning to college?" (previously discussed) were related to their ages. All the various combinations of reasons for returning to college were related to the ages of respondents and are reported in Appendix D. Responses to each of the reasons identified in the questionnaire item were then tabulated

for individual age categories to obtain frequencies and percentages, and those results are reported in Table VIII.

The 23-55 year age group (37.9%) indicated "career change" was their reason for returning to college. Twenty-five respondents (17.2%) within the age category 29-36 indicated "career change" was a reason for returning to college. Thirty-one of the respondents (29.5%) between the ages of 23 and 55 selected "enjoy learning" as a reason for returning to college. Nineteen of the respondents (13.1%) of the 23 to 36 age group selected "increase skills" as a reason for returning to college. Twelve of the respondents (8.2%) in the age group of 37-55 selected "increase skills" as a reason to return to college.

The resulting Chi Square ( $\chi^2 = 44.56$ ,  $df = 30$ ) ( $p > .05$ ) revealed a significant relationship between age and reasons for returning to college, with a relationship strength of .248 ( $p < .05$ ) from the resulting Cramer's V computation.

The graduates' responses to the questionnaire item "Why are you returning to college?" were also related to their sex. Appendix E presents the various combinations of reasons for returning to college related to the sex of respondents. Responses, in frequencies and percentages, to each of the reasons identified in the questionnaire item by the sex of respondents is reported in Table IX.

Twenty-eight of the female respondents (19.3%) and 26 (17.9%) of the male respondents selected "career change" as the reason for returning to college. Twenty-one of the male respondents (14.5%) selected "enjoy learning" as a reason for returning to college. Nineteen of the male respondents (13.1%) selected "increase skills" as a reason for returning to college.



TABLE VIII  
AGE OF UNIVERSITY GRADUATES AND REASONS FOR RETURNING TO COLLEGE

| Reason for Returning<br>to College | 22-under |     | 23-28 |      | 29-36 |      | 37-43 |      | 43-55 |      | 55-64 |     | 65-over |     | Total |         |
|------------------------------------|----------|-----|-------|------|-------|------|-------|------|-------|------|-------|-----|---------|-----|-------|---------|
|                                    | N        | %   | N     | %    | N     | %    | N     | %    | N     | %    | N     | %   | N       | %   | N*    | %**     |
| Enjoy learning                     | 1        | 0.7 | 7     | 4.8  | 10    | 6.9  | 7     | 4.8  | 7     | 4.8  | 2     | 1.3 | 1       | 0.7 | 25    | 17.2    |
| Increase skills                    | 2        | 1.3 | 9     | 6.2  | 10    | 6.9  | 5     | 3.4  | 7     | 4.8  | 0     | 0.0 | 0       | 0.0 | 33    | 22.7    |
| Career change                      | 0        | 0.0 | 10    | 6.9  | 25    | 17.2 | 11    | 7.6  | 9     | 6.2  | 1     | 0.7 | 0       | 0.0 | 56    | 38.6    |
| Continuing Education Units         | 0        | 0.0 | 4     | 2.7  | 0     | 0.0  | 1     | 0.7  | 0     | 0.0  | 0     | 0.0 | 0       | 0.0 | 5     | 3.4     |
| Employer pays tuition              | 0        | 0.0 | 4     | 2.7  | 2     | 1.4  | 0     | 0.0  | 1     | 0.7  | 0     | 0.0 | 0       | 0.0 | 7     | 4.8     |
| Other                              | 0        | 0.0 | 2     | 1.4  | 4     | 2.7  | 0     | 0.0  | 1     | 0.7  | 2     | 1.3 | 0       | 0.0 | 9     | 6.2     |
| Total                              | 3        | 2.0 | 36    | 24.8 | 51    | 35.1 | 24    | 16.5 | 25    | 17.2 | 5     | 3.4 | 1       | 0.7 | 145*  | 100.0** |

\*Total does not equal 105 due to option of respondents to make multiple selections.

\*\*Total may not equal 100 due to rounding.

TABLE IX  
SEX OF UNIVERSITY GRADUATE AND REASONS  
FOR RETURNING TO COLLEGE

| Reasons for Returning<br>to College | Females |      | Males |      | Total |         |
|-------------------------------------|---------|------|-------|------|-------|---------|
|                                     | N       | %    | N     | %    | N     | %**     |
| Enjoy learning                      | 12      | 08.3 | 21    | 14.5 | 33    | 22.7    |
| Increase skills                     | 14      | 09.6 | 19    | 13.1 | 33    | 22.7    |
| Career change                       | 28      | 19.3 | 26    | 17.9 | 54    | 37.2    |
| CEU                                 | 5       | 03.4 | 3     | 02.1 | 8     | 05.5    |
| Employer pays tuition               | 3       | 02.1 | 3     | 02.1 | 6     | 04.1    |
| Comments                            | 7       | 04.8 | 4     | 02.7 | 11    | 07.6    |
| Total                               | 69      | 47.7 | 76    | 52.4 | 145*  | 100.0** |

\*Total does not equal 105 due to option of respondents to make multiple selections.

\*\*Total may not equal 100 due to rounding.

The resulting Chi Square ( $\chi^2 = 5.10$ ,  $df = 5$ ) ( $p < .05$ ) revealed no significant relationship between sex of the respondents and their reasons for returning to college.

#### Reasons University Graduates Gave for Attending Tulsa Junior College to Continue Their Study

This study assessed reasons university graduates returned to college to continue their education. The following data were gathered from this study as reasons university graduates gave for attending, in particular, Tulsa Junior College to continue their study.

The university graduates were asked to "Please check the following reasons for your selection of Tulsa Junior College (TJC) for your continued education." Each respondent had the opportunity to select one or more of the following reasons for attending Tulsa Junior College to continue their study: (1) "TJC is a good place for technical education," (2) "TJC is convenient to my home," (3) "TJC has affordable tuition," (4) "TJC offers courses at a convenient time," (5) "TJC offers just the particular course(s) I am interested in taking for my own satisfaction," and (6) "comments."

All the various combinations of reasons for attending Tulsa Junior College to continue study were identified and are described in Appendix F. Responses to each of the reasons identified for attending Tulsa Junior College were then tabulated to obtain frequencies and percentages. Those results are presented in Table X.

TABLE X  
REASONS UNIVERSITY GRADUATES ATTENDED TULSA  
JUNIOR COLLEGE FOR CONTINUED EDUCATION

| Reasons to Attend TJC     | Frequency<br>N* | Percentage of<br>All Responses** |
|---------------------------|-----------------|----------------------------------|
| Technical education       | 38              | 12.4                             |
| Convenient to home        | 57              | 18.6                             |
| Affordable tuition        | 83              | 27.2                             |
| Convenient time of course | 67              | 21.9                             |
| Courses offered           | 47              | 15.4                             |
| Comments                  | 13              | 4.2                              |
| Total                     | <u>305*</u>     | <u>100.0**</u>                   |

\*Total may not equal 105 due to the option of respondent to make multiple responses.

\*\*Total may not equal 100 due to rounding.

Eighty-three of the respondents (27.2%) selected "affordable tuition" as a reason to attend Tulsa Junior College. Sixty-seven respondents (21.9%) identified "convenient time of course" as their reason for attending Tulsa Junior College. "Convenient to home" was selected by 57 of the respondents (18.6%) and 47 respondents (15.4%) selected "courses offered" as a reason to attend Tulsa Junior College. Comments written in by the respondents focused upon Tulsa Junior College as a resource to develop skills in computer science.

This study included data relating the sex of the university graduates and their reasons for returning to college. It was decided by this researcher to compare the sex of these graduates and their specific reasons for attending Tulsa Junior College.

University graduates responding to this study were asked to "Please check the following reasons for your selection of Tulsa Junior College (TJC) for your continued education." Their responses were then related to their sex. All the various combinations of reasons for selecting Tulsa Junior College to continue their education were related to sex of the respondents and are reported in Appendix G. Responses to each of the reasons identified in the questionnaire item were then tabulated by the sex of respondents to obtain frequencies and percentages. Those statistics are presented in Table XI.

"Affordable tuition" was selected by 39 females (14.1%) and 30 males (14.1%) as a reason to attend Tulsa Junior College to continue education. Thirty-six of the females (13%) selected "course at convenient time" as a reason for continuing their education at Tulsa Junior College. Twenty female respondents (7.2%) and 25 male respondents (9.1%) selected "specific courses needed" as a reason for selecting Tulsa Junior College to continue their education. Thirty males (10.9%) and 36 females (13%) selected

TABLE XI  
SEX OF UNIVERSITY GRADUATES ATTENDING  
TULSA JUNIOR COLLEGE

| Reasons for Attending<br>Tulsa Junior College | Females |      | Males |      | Total |         |
|---|---------|------|-------|------|-------|---------|
|   | N       | %*   | N     | %*   | N     | %**     |
| Technical education                           | 15      | 05.4 | 17    | 06.1 | 32    | 11.6    |
| Convenient to home                            | 19      | 06.8 | 25    | 09.1 | 44    | 15.9    |
| Affordable tuition                            | 39      | 14.1 | 39    | 14.1 | 78    | 28.3    |
| Course at convenient time                     | 36      | 13.0 | 30    | 10.9 | 66    | 23.9    |
| Specific courses needed                       | 20      | 07.2 | 25    | 09.1 | 45    | 16.1    |
| Other   | 4       | 01.4 | 7     | 02.5 | 11    | 03.9    |
| Total   | 133*    | 48.2 | 143*  | 51.8 | 276*  | 100.0** |

\*Male and female respondents were allowed to choose all applicable responses, thereby reflecting a larger N in this total

\*\*Total may not equal 100 due to rounding.

"course at convenient time" as a reason to attend Tulsa Junior College to continue their education.

The resulting Chi Square ( $\chi^2 = 3.08$ ,  $df = 5$ ) ( $p < .05$ ) revealed no significant relationship between the sex of respondents and their reasons for selecting Tulsa Junior College to continue their education.

As one of the possible reasons university graduates might choose to attend Tulsa Junior College to continue their study, graduates were asked to respond to the following items: "Which campus of Tulsa Junior College do you prefer?" Responses to this are presented in Table XII. Over one-half (55.2%) of the respondents selected the Metro campus. One-third

(31.4%) of the respondents indicated a preference for the Southeast campus. Nine (9.5%) indicated a preference for the Northeast campus.

TABLE XII  
UNIVERSITY GRADUATES' TULSA JUNIOR COLLEGE CAMPUS PREFERENCE

| Campus location  | Frequency<br>N | Percentage of<br>Total Responses* |
|------------------|----------------|-----------------------------------|
| Metro campus     | 58             | 55.2                              |
| Northeast campus | 10             | 9.5                               |
| Southeast campus | 33             | 31.4                              |
| Comments         | 2              | 1.9                               |
| No response      | 2              | 1.9                               |
| Total            | 105            | 100.0*                            |

\*Total may not equal 100 due to rounding.

In another questionnaire item, the university graduates were asked "If further plans include continuing your education, will you choose Tulsa Junior College?" Responses to this item are reported in Table XIII. Twenty-six of the respondents (25%) indicated they would select Tulsa Junior College for continuation of their education. Sixty-two of those respondents (59%) indicated that their choice of Tulsa Junior College was dependent on their educational needs.

The university graduates were also asked "To what extent is Tulsa Junior College meeting your expectations?" The graduates' expectations of

Tulsa Junior College can be found in Table XIV. Eighty-seven of the respondents (82.8%) indicated that Tulsa Junior College had met their expectations. Eighteen of the respondents (17.1%) indicated Tulsa Junior College surpassed their expectations.

#### Results of University Graduates' Written Responses

Twenty-seven university graduates participating in this study made written responses to items 21 through 22 of the questionnaire. A composite list of those written comments can be found in Appendix H. A summarization of the written responses indicated that a majority of university graduates were educational majors. Music education majors at the university level were particularly concerned about continuing their education and were pursuing a change in career. Other university graduates seeking continued education were majors in the fields of Liberal Arts, Business, and Engineering. These university graduates included an emphasis in computer science in their plans of study.

The university graduates were concerned about the level of instruction from some faculty. A need for up-dating teaching skills by instructors at Tulsa Junior College was indicated. Two respondents suggested improvement of counseling services offered by Tulsa Junior College to the university graduate.

#### Summary

In summary, there was a significant relationship found between age of respondent and reason for returning to college. There was not a significant relationship between sex and reason for returning to college or sex and reason for selecting Tulsa Junior College to continue education.

TABLE XIII

## FUTURE CHOICE OF TULSA JUNIOR COLLEGE TO CONTINUE EDUCATION

| Response                     | Frequency<br>N | Percentage of<br>Total Responses* |
|------------------------------|----------------|-----------------------------------|
| Yes                          | 26             | 24.8                              |
| No                           | 6              | 5.7                               |
| Depends on educational needs | 62             | 59.0                              |
| Comments                     | 2              | 1.9                               |
| No response                  | 9              | 8.6                               |
| Total                        | 105            | 100.0*                            |

\*Total may not equal 100 due to rounding.

TABLE XIV

UNIVERSITY GRADUATES' EXPECTATIONS OF  
TULSA JUNIOR COLLEGE

| Expectations of TJC | Frequency<br>N | Percentage of<br>Total Responses* |
|---------------------|----------------|-----------------------------------|
| Surpasses           | 18             | 17.1                              |
| Meets               | 69             | 65.7                              |
| Does not meet       | 8              | 7.6                               |
| Comments            | 7              | 6.7                               |
| No comments         | 3              | 2.9                               |
| Total               | 105            | 100.0*                            |

\*Total may not equal 100 due to rounding.



There were approximately the same number of university graduate females as males attending Tulsa Junior College. The university graduate was seeking a career change. The typical university graduate was an educational major seeking additional learning through a selection of specific courses at Tulsa Junior College. Written responses often indicated a need of the university graduate to attain additional computer science skills.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to assess the motivational characteristics and specific needs of university graduates who chose additional education at Tulsa Junior College. This chapter is organized into the following sections: (1) summary, (2) conclusions, (3) recommendations, and (4) recommendations for further research.

#### Summary

The university graduates surveyed were men and women actively involved in family life and career development. These men and women, in their early twenties and thirties, had graduated from a university with a minimum of a bachelor's degree.

After approximately six years of employment, these university graduates realized their educational areas of interest were no longer in demand. They found technical skills were necessary in a career to be competitive in the job market. Reasons why university graduates returned to college were: (1) "career change," (2) "enjoyment of learning," and (3) "increase skills."

The university graduates were selective in identifying educational resources. The graduates indicated that if future plans included continued education, they would attend the college offering the course/courses needed.

Young adults were not the only university graduates returning to college. There were many older adults who were continuing their education. These

older adults were seeking courses of study to help them make a career change. These older adults had an opportunity to delay retirement. They needed a career change to remain competitive, to keep their jobs.

### Conclusions

This section is organized in accordance with the research questions developed for this study. The research questions were: (1) Who were the university graduates continuing their education at Tulsa Junior College? (2) What reasons did university graduates give for returning to college? (3) How did age and sex of the university graduates relate to their identified reasons for returning to college to continue their education? and (4) What reasons did university graduates give for attending Tulsa Junior College as the appropriate educational source to continue their education?

The conclusions drawn from this study were as follows:

1. "Who were the university graduates continuing their education at Tulsa Junior College?"

The typical profile of the university graduate was that of a young, family-oriented adult, currently employed in a non-technical, job-related field seeking a change in the career plans he/she had developed at the university level.

There were many older adult university graduates attending the junior college. These graduates were seeking to make a change in their careers after realizing the possibility of extending their years of employment and delaying retirement. A career change or enhancement would provide financial security during their future active years of retirement.

Most of the graduates were seeking specific courses to enhance their current job skills and many of them were completely changing their careers. Technical courses were of specific interest to the graduates, especially courses in the areas of computer technology. All graduates were experiencing the effects of technological advancement upon their areas of employment.

Upon graduation from a university, these university graduates had typically begun careers in areas of their educational interest. After approximately six years of employment, they realized their educational areas of interest were no longer in demand. These graduates then began to seek a career change. The graduates re-evaluated their learning needs. They found technical skills were necessary in a career if they were to be competitive within the job market.

Tulsa Junior College was the choice of these university graduates in seeking selected courses to enhance their careers or to make a career change. The university graduates found classes offered during the evening hours were convenient to include into their busy schedules. The multi-campus junior college made it possible for university graduates to take classes at a convenient location to their homes. Convenience of campus location provided time for career development, family, and personal enjoyment.

2. "What reasons did university graduates give for returning to college?"

The university graduates surveyed for this study had anticipated a need for more formal education when graduating from the university. Both young and older adults identified the specific need for returning to college as help in making a career change. Although a career change was being sought, the graduates returned to college because learning was enjoyable and that learning helped increase their skill level.

3. "How did age and sex of the university graduates relate to their identified reasons for returning to college to continue their education?"

The university graduates were in that part of the life cycle where there was a search for stability; consideration was given for possible changes in career plans. The graduates were comparing demands of their employment to job preparation from the university degrees they had each attained. They concluded that specific courses must be taken to strengthen their opportunity to market their job skills. In some cases, it was necessary for both husband and wife to provide an income for the family. These families used the approach that women would take selected courses to update their university degrees. Men felt that they needed to adjust their employment status with skills to increase their chances of promotion in a competitive job market.

4. "What reasons did university graduates give for attending Tulsa Junior College as the appropriate educational source to continue their education?"

The life-style of the university graduates influenced their reason for selecting Tulsa Junior College as the educational source to continue their education. Financial constraints were necessary in the life of most university graduates and Tulsa Junior College offered tuition that was affordable. Because most of the university graduates were employed full-time and the member of a family, time was valuable to them; therefore, the choosing of activities by the university graduates had to be well planned. Tulsa Junior College offered educational courses at convenient times and locations. The convenience in time and locations of course offerings were adaptable to the schedule of the university graduates prompting motivation for university graduates to select Tulsa Junior College to continue their education.

The university graduates were very selective in identifying resources for continuing their education. The major criteria in selecting educational resources by the university graduates were dependent upon their current educational needs. Tulsa Junior College was a choice educational resource, although the university graduates indicated that if future plans included continued education, they would attend the college offering courses needed at that particular time.

### Recommendations

Recommendations for practice at Tulsa Junior College include the following:

1. Career change was a major reason for the university graduates to continue their education. The effects of change upon life-style can be very disturbing to the university graduate. Counseling services can help decrease this effect and should be provided to identify the specific career needs of the university graduate. Assistance should be offered to graduates as plans to make a career change are needed.
2. The university graduates, like other adults, require specific techniques in facilitating their learning experience. Junior College instructors should assess the level of learning needs of their students. University graduates can very likely diagnose their learning needs, be active in planning the sequence of learning experiences, and be very active in determining the outcome of their learning.
3. Many graduates were specifically interested in increasing their computer skills. Effort should be made to increase access to computer hardware during Saturday and evening hours, which would be more convenient to the university graduate. Consideration should be given to accepting

computer lab experiences of university graduates who can practice their computer skills on hardware located at their place of employment.

#### Recommendations for Further Research

Recommendations for further research include the following:

1. Assess the educational needs of 23-36 year old university graduates who continue their education at a junior college.
2. Analyze counseling needs of the university graduate who continues his/her education in a junior college and compare satisfaction of those needs as the university graduate progresses through studies at Tulsa Junior College.
3. Classify teaching styles of instructors at Tulsa Junior College. Compare the results with instructional techniques identified as effective for the youthful learner versus the adult learner.
4. Compare the motivational characteristics of university graduates continuing their education at Tulsa Junior College with other junior colleges in the state of Oklahoma or with junior colleges located in selected regions of the nation.
5. Analyze instructional resources that are available in a college for older university graduates.
6. Compare the attitudes of older university graduates toward returning to college who experience a support group and older university graduates who do not.
7. Compare the younger and older university graduates' expectations for an effective learning environment in a junior college.

## BIBLIOGRAPHY

- Blaukopf, Phyllis. The Impact of Life Change Events on Women's Decisions Return to College. (Unpublished paper presented to the National Adult Education Conference, Anaheim, California, 1981). Eric Accession Number ED 209-496.
- Blocker, Clyde and Robert Plummer. The Two Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.
- Bosher, Roger. "Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology." Adult Education Journal. Vol. 21 (1971), pp. 3-26.
- Burgess, Paul. "Reasons for Adult Participation in Group Educational Activities." Adult Education Journal. Vol. 22 (June 1971), pp. 3-29.
- Claxton, Charles. "Curriculum Development for Lifelong Learning." Forum. Vol. 4 (April, 1982), pp. 2-4.
- Cross, Patricia. Adults as Learners. San Francisco, California: Jossey-Bass, 1981.
- Cross, Patricia. "Our Changing Students and their Impact on Colleges." Phi Delta Kappan. Vol. 61 (May, 1980), pp. 627-630.
- Darkenwald, Gordan and Sharan Merriam. Adult Education: Foundations of Practice. New York, New York: Harper & Row, 1982.
- Erikson, Erik H. Childhood and Society. (2nd ed.) New York, New York: W.W. Norton and Co., 1963.
- Fisher-Thompson, Jeanne. Re-Entry Women: Relevant Statistics. Field Evaluation Draft. Washington, D.C.: Association of American Colleges, 1981. Eric Accession Number ED 205-138.
- Freeman, Richard B. The Over-Educated American. New York, New York: Academic Press, 1976.
- Gleaser, Edmund. Community College. Values and Vitality. Washington, D.C.: American Association of Community and Junior Colleges, 1980.
- Gould, R. "The Phases of Adult Life: A Study in Developmental Psychology." American Journal of Psychiatry. Vol. 129 (Nov., 1971), pp. 521-531.



- Governanti, Michael P. and Darrell Clowers. "Adults' Motivation for Attending a Community College." Community/Junior College Quarterly. Vol. 6 (Jan.-March, 1982), pp. 271-285.
- Gross, Ronald. The Lifelong Learner. New York: Simon and Schuster, 1977.
- Harrington, Harvey. The Future of Adult Education. San Francisco, California: Jossey-Bass, 1977.
- Havighurst, Robert. Human Development and Education. New York, New York: Longmans Green and Company, 1953.
- Hiemstra, Roger. Lifelong Learning. Lincoln, Nebraska: Professional Educators Publications, Inc., 1976.
- Hill, Lorraine. An Examination of Full-Time Mature Students in One and Two-Year Programs at Saskatchewan Post-Secondary Institutions. (Unpublished paper presented to the University of Saskatoon, Saskatchewan, Canada, 1979). Eric Accession Number ED 196-390.
- Holt, Dianna. "Planning for Tomorrow's Students." Community College Review. Vol. 7 (Fall, 1979), pp. 22-25.
- Houle, Cyril. The Inquiring Mind. Madison, Wisconsin: The Wisconsin Press, 1963.
- Johnstone, John and Ramon Rivera. Volunteers for Learning. Chicago, Illinois: Aldine Publishing Company, 1965.
- Knowles, Malcolm. The Modern Practice of Adult Education. Chicago, Illinois: Follett Publishing Co., 1980.
- Knox, Allen. Adult Development and Learning. San Francisco, California: Jossey-Bass, 1977.
- Lenning, Oscar. "Adult Students at Two-Year Colleges: A Longitudinal Study." Community/Junior College Research Quarterly. Vol. 1 (April-June, 1977), pp. 271-287.
- Levinson, D. The Seasons of a Man's Life. New York, New York: Knopf, 1978.
- Long, Huey B. "Taverns and Coffee Houses: Adult Educational Institutions in Colonial America." Lifelong Learning: The Adult Years. Vol IX (January, 1981), pp. 14-16.
- Lovell, Bernard. Adult Learning. New York, New York: John Wiley and Sons, 1980.

- Moon, Rexford. The Adult Student in the 1980's. (Unpublished paper presented at Montgomery College's (MC's) Two-Day Conference, Rockville, Maryland, February 22-23, 1980). Eric Accession Number ED 205-252.
- Neugarten, B. "Adult Personality: Toward a Psychology of the Life Cycle." In B.L. Neugarten (Ed.), Middle Age and Aging. Chicago, Illinois: University of Chicago Press, 1968.
- Nie, N., J. Hull, K. Jenkins, D. Steinbrenner. Statistical Package for The Social Sciences: (SPSS). (2nd ed.) New York, New York: McGraw-Hill Book Co., 1975.
- Parilla, Robert. Focus on the Future. (Unpublished paper presented at Montgomery College's (MC's) Two-Day Conference. Rockville, Maryland, February 22-23, 1980). Eric Accession Number ED 205-252.
- Peterson, Richard. Lifelong Learning in America. San Francisco, California: Jossey-Bass, 1980.
- Rivera, William. "Professional Life Planning." Lifelong Learning: The Adult Years. Vol. 7 (January, 1983), p. 5.
- Schroeder, Wayne L. "Adult Education Defined and Described." In Robert M. Smith (Ed.) Handbook of Adult Education. New York, New York: The Macmillan Company, 1970.
- Sheehy, Gail. Passages. New York, New York: E.P. Dutton and Company, 1976.
- Smith, Windell. Adult and Continuing Education Research Issues. (Unpublished paper presented at Lifelong Learning Research Conference, St. Louis, Missouri, February 12-13, 1982). Eric Accession Number ED 215-082.
- Tough, Allen. The Adult's Learning Projects. Ontario, Canada: The Institute for Studies in Education, 1971.
- Tulsa Junior College. "Student Profile." Management Information Systems Report. Tulsa, Oklahoma: Registrar's Office, Tulsa Junior College, 1982.
- Wharton, Clifton R. and Theodore H. Hersberg. Patterns for Lifelong Learning. San Francisco, California: Jossey-Bass, 1973.

## APPENDIXES

APPENDIX A  
QUESTIONNAIRE

## SURVEY OF UNIVERSITY GRADUATES AT TULSA JUNIOR COLLEGE

---

***PURPOSE:** This survey is intended to produce information needed to evaluate why university graduates seek continued education at Tulsa Junior College. The fact that there is minimal information known about motivational factors of the university graduate will make the results valuable to administrative personnel, counselors, and instructors.*

***DIRECTIONS:** Please read each item below, then identify the option (s) which **BEST** describes you. It is important to make a response to each item. Add any comments you wish in the "comment section" at the end of the survey. You need not sign your name. Thank you for your assistance.*

---

Please check () the information requested.

1. I have completed a minimum of a bachelors degree from a university.  
(1)  Yes  
(2)  No
2. Sex:  
(1)  Female  
(2)  Male
3. Age:  
(1)  through 22 years of age      (5)  43 - 55 years of age  
(2)  23 - 28 years of age      (6)  56 - 64 years of age  
(3)  29 - 36 years of age      (7)  65 years or older  
(4)  37 - 42 years of age
4. What is your current marital status?  
(1)  Single  
(2)  Married  
(3)  Widowed  
(4)  Divorced, separated

5. Please check the highest degree you have attained?
- (1) \_\_\_ Bachelor of Science Degree
  - (2) \_\_\_ Bachelor of Arts Degree
  - (3) \_\_\_ Master of Science Degree
  - (4) \_\_\_ Master of Arts Degree
  - (5) \_\_\_ Doctorate Degree
6. When did you complete your last university degree?
- (1) \_\_\_ 1 month to 3 years ago
  - (2) \_\_\_ 4 to 6 years ago
  - (3) \_\_\_ 7 to 10 years ago
  - (4) \_\_\_ over 10 years ago
7. What is your current employment status?
- (1) \_\_\_ I am not employed and NOT seeking employment.
  - (2) \_\_\_ I am not employed and I AM seeking employment.
  - (3) \_\_\_ I am employed part-time.
  - (4) \_\_\_ I am employed full-time.
  - (5) \_\_\_ I am employed, but seeking another job.
  - (6) \_\_\_ I am employed full-time and part-time.
8. If you are employed, are you in the area of interest for which you were prepared by your university?
- (1) \_\_\_ Yes
  - (2) \_\_\_ No
9. How long have you been employed in the area of interest for which you were prepared by your university study?
- (1) \_\_\_ 1 to 3 years
  - (2) \_\_\_ 4 to 6 years
  - (3) \_\_\_ 7 to 10 years
  - (4) \_\_\_ 11 to 15 years
  - (5) \_\_\_ more than 15 years
10. Please check the following reason(s) for your selection of Tulsa Junior College (TJC) for your continued education?
- (1) \_\_\_ TJC is a good place for technical education.
  - (2) \_\_\_ TJC is convenient to my home.
  - (3) \_\_\_ TJC has affordable tuition.
  - (4) \_\_\_ TJC offers courses at a convenient time.

(Please continue onto the next page)

(5) \_\_\_ TJC offers just the particular course(s) I am interested in taking for my own satisfaction.

(6) Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. When you completed your university degree, did you anticipate any need for more formal education?

(1) \_\_\_ Yes

(2) \_\_\_ No

12. Why are you returning to college?

(1) \_\_\_ I enjoy learning for learning's sake.

(2) \_\_\_ to attain an additional skill for my present employment.

(3) \_\_\_ to prepare for a possible career change.

(4) \_\_\_ to maintain continued educational credits (CEU).

(5) \_\_\_ because my employer will pay for educational expenses.

(6) Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. How many credit hours are you taking this semester?

(1) \_\_\_ 5 hours or less

(2) \_\_\_ 6 hours - 8 hours

(3) \_\_\_ 9 hours - 11 hours

(4) \_\_\_ 12 hours or more

14. When do you attend classes at Tulsa Junior College?

(1) \_\_\_ Day (7:00 am - 4:30 pm)

(2) \_\_\_ Evening (4:30pm - 10:00pm)

(3) \_\_\_ Both Day and Evening

15. Which campus of Tulsa Junior College do you prefer?

(1) \_\_\_ Metro Campus

(2) \_\_\_ Northeast Campus

(3) \_\_\_ Southeast Campus

(4) Comment(s): \_\_\_\_\_  
\_\_\_\_\_

16. How many semesters have you attended Tulsa Junior College?
- (1) \_\_\_ This is my first semester.
  - (2) \_\_\_ 2 - 4 semesters.
  - (3) \_\_\_ 5 or more semesters.
17. Which of the following study plans are you seeking?
- (1) \_\_\_ Associate Degree
  - (2) \_\_\_ Certificate of Achievement
  - (3) \_\_\_ Those courses I select.
18. If future plans include continuing your education, will you choose Tulsa Junior College?
- (1) \_\_\_ Yes
  - (2) \_\_\_ No
  - (3) \_\_\_ Depends upon my educational needs.
  - (4) \_\_\_ I would choose another junior/community college.
  - (5) Other: \_\_\_\_\_
- 
19. To what extent is Tulsa Junior College meeting your expectations?
- (1) \_\_\_ surpasses my expectations.
  - (2) \_\_\_ meets my expectations.
  - (3) \_\_\_ has not met my expectations.
  - (4) \_\_\_ to meet my expectations I would suggest the following:  
\_\_\_\_\_  
\_\_\_\_\_
20. If you were to start your university study again, would you?
- (1) \_\_\_ take the same plan of study.
  - (2) \_\_\_ completely change my plan of study to another area.
  - (3) \_\_\_ change my plan of study, but stay in my present area of concentration (i.e., English, Music, History, Law).
  - (3) \_\_\_ begin study at a Junior College.



Please make comments to the following questions or statements:

21. What was/were your university major(s) before coming to Tulsa Junior College?

---



---

22. What is/are your future educational goal(s)?

---



---

23. In what type of work are you currently employed?

---



---

24. What type of work/employment are you seeking?

---



---

25. Please make use of this space for any comments you feel necessary.  
( You may turn to the back side of this page if you need more space)

*This completes the questionnaire, thank you for your cooperation.  
Please return the enclosed questionnaire by February 26, 1984.  
There is a self-addressed, stamped, envelope inclosed for your convenience.*

Submit inquires to:

Mr. Omer W. Cowen, Jr.  
Graduate Student  
Adult and Continuing Education  
Oklahoma State University  
1916 South 111 East Avenue  
Tulsa, Oklahoma 74128

Telephone: AC 918-437-2878

APPENDIX B

COVER LETTER

February 14, 1984

Very little research has been completed about the university graduate who has returned to a junior college for additional study. I am completing a research project to survey the motivational factors of graduate students who are enrolled at Tulsa Junior College to continue their education. Would you please assist me in completing this project by answering the enclosed questionnaire?

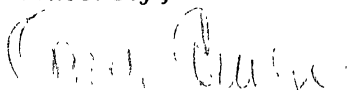
Your participation will influence future decisions as to an improved learning environment at Tulsa Junior College for university graduates. Administrative personnel, educational counselors, and instructors have expressed an interest as to the university graduates educational needs.

A self-addressed, stamped envelope is enclosed for your convenience. Your responses will be carefully guarded for confidentiality.

The research findings should be available by May 25, 1984. Please contact me if you would like to inquire as to the results.

Your assistance in this research project will be deeply appreciated.

Sincerely,



Omer Cowen  
Graduate Student  
Oklahoma State University  
Adult and Continuing Education

APPENDIX C

UNIVERSITY GRADUATES' REASONS  
FOR RETURNING TO COLLEGE

UNIVERSITY GRADUATES' REASONS  
FOR RETURNING TO COLLEGE

| Reasons for Returning<br>to college                       | Frequency<br>N | Percentage<br>Total Responses* |
|---|----------------|--------------------------------|
| Enjoy learning  | 12             | 11.4                           |
| Increase skills   | 14             | 13.3                           |
| Career change   | 36             | 34.3                           |
| Continuing Education Units (CEU)                          | 4              | 3.8                            |
| Employer pays tuition                                     | 0              | 0                              |
| Other   | 6              | 5.7                            |
| Enjoy learning, increase skills                           | 6              | 5.7                            |
| Enjoy learning, career change                             | 8              | 7.6                            |
| Enjoy learning, other                                     | 2              | 1.9                            |
| Increase skills, career change                            | 5              | 4.8                            |
| Increase skills, employer pays<br>tuition                 | 1              | 1.0                            |
| Employer pays tuition, other                              | 1              | 1.0                            |
| Enjoy learning, increase skills,<br>employer pays tuition | 1              | 1.0                            |
| Enjoy learning, career change,<br>other                   | 3              | 2.9                            |
| Increase skills, career change,<br>CEU                    | 1              | 1.0                            |
| Increase skills, career change,<br>employer pays tuition  | 1              | 1.0                            |
| Increase skills, employer pays<br>tuition, other          | 1              | 1.0                            |

| Reasons for Returning<br>to College  | Frequency<br>N | Percentage<br>Total Responses* |
|--|----------------|--------------------------------|
| Enjoy learning, increase<br>skills, CEU  | 1              | 1.0                            |
| Enjoy learning, increase skills,<br>career change, employer pays<br>tuition      | 1              | 1.0                            |
| Enjoy learning, increase skills,<br>career change, CEU, employer<br>pays tuition | 1.             | 1.0                            |
| Total  | <u>105</u>     | <u>100.0*</u>                  |

\*Total may not equal 100 due to rounding.

APPENDIX D

AGE OF THE UNIVERSITY GRADUATE RELATED  
TO REASONS FOR RETURNING TO COLLEGE

AGE OF THE UNIVERSITY GRADUATE RELATED  
TO REASONS FOR RETURNING TO COLLEGE

| Reasons for Returning<br>to College       | Age               |                |                |                |                |                |                   |           | Totals<br>N *(%) |
|---|-------------------|----------------|----------------|----------------|----------------|----------------|-------------------|-----------|------------------|
|   | 22-under<br>N (%) | 23-38<br>N (%) | 29-36<br>N (%) | 37-42<br>N (%) | 43-55<br>N (%) | 56-64<br>N (%) | 65-under<br>N (%) |           |                  |
| Enjoy learning                            | 0 (0.0)           | 3 (2.9)        | 2 (1.9)        | 3 (2.9)        | 3 (2.9)        | 0 (0.0)        | 1 (1.0)           | 12 (11.6) |                  |
| Increase skills                           | 1 (1.0)           | 4 (3.8)        | 5 (4.8)        | 3 (2.9)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)           | 14 (13.5) |                  |
| Career change                             | 0 (0.0)           | 6 (5.7)        | 17 (16.2)      | 9 (8.6)        | 4 (3.8)        | 0 (0.0)        | 0 (0.0)           | 36 (34.3) |                  |
| Continuing Education<br>units             | 0 (0.0)           | 3 (2.9)        | 0 (0.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 4 (03.9)  |                  |
| Employer pays tuition                     | 0 (0.0)           | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (00.0)  |                  |
| Comments                                  | 1 (1.0)           | 3 (2.9)        | 0 (0.0)        | 1 (1.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)           | 6 (05.9)  |                  |
| Enjoy learning,<br>increase skills        | 1 (1.0)           | 1 (1.0)        | 1 (1.0)        | 2 (1.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)           | 6 (05.9)  |                  |
| Enjoy learning,<br>career change          | 0 (0.0)           | 2 (1.9)        | 3 (2.9)        | 2 (1.9)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)           | 8 (07.7)  |                  |
| Enjoy learning, comments                  | 0 (0.0)           | 0 (0.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 1 (1.0)        | 0 (0.0)           | 2 (02.6)  |                  |
| Increase skills,<br>career change         | 0 (0.0)           | 0 (0.0)        | 3 (2.9)        | 0 (0.0)        | 2 (1.9)        | 0 (0.0)        | 0 (0.0)           | 5 (04.8)  |                  |
| Increase skills,<br>employer pays tuition | 0 (0.0)           | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 1 (01.0)  |                  |



| Reasons for Returning<br>to College  | Age               |                |                |                |                |                |                   |         | Totals<br>N *(%) |
|--|-------------------|----------------|----------------|----------------|----------------|----------------|-------------------|---------|------------------|
|  | 22-under<br>N (%) | 23-38<br>N (%) | 29-36<br>N (%) | 37-42<br>N (%) | 43-55<br>N (%) | 56-64<br>N (%) | 65-under<br>N (%) |         |                  |
| Employer pays tuition,<br>comments   | 0 (0.0)           | 0 (0.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Enjoy learning, in-<br>crease skills, employer<br>pays tuition                       | 0 (0.0)           | 0 (0.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Enjoy learning, career<br>change, comments   | 0 (0.0)           | 0 (0.0)        | 2 (1.9)        | 0 (0.0)        | 0 (0.0)        | 1 (1.0)        | 0 (0.0)           | 0 (0.0) | 3 (02.9)         |
| Increase skills, career<br>change, CEU   | 0 (0.0)           | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Increase skills, career<br>change, employer pays tuition                             | 0 (0.0)           | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Increase skills, em-<br>ployer pays tuition,   | 0 (0.0)           | 1 (1.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Enjoy learning, in-<br>crease skills, CEU  | 0 (0.0)           | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Enjoy learning, in-<br>crease skills, career<br>change,<br>employer pays tuition     | 0 (0.0)           | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 1 (1.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Enjoy learning, in-<br>crease skills, career<br>change<br>CEU, employer pays tuition | 0 (0.0)           | 1 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)        | 0 (0.0)           | 0 (0.0) | 1 (01.0)         |
| Total  | 3                 | 26             | 36             | 21             | 16             | 2              | 1                 |         | 105(100.0)*      |

\*May total more than 100 due to rounding.

APPENDIX E

SEX OF THE UNIVERSITY GRADUATE RELATED  
TO REASONS FOR RETURNING TO COLLEGE

SEX OF THE UNIVERSITY GRADUATE RELATED  
TO REASONS FOR RETURNING TO COLLEGE

| Reasons for Returning<br>to College                         | Females |        | N  | Males  |       |
|---|---------|--------|----|--------|-------|
|   | N       | * (%)  |    | N      | * (%) |
| Enjoy learning  | 2       | (1.9)  | 10 | (9.5)  |       |
| Increase skills   | 7       | (6.7)  | 7  | (6.7)  |       |
| Career change   | 20      | (19.0) | 16 | (15.2) |       |
| Continuing Education Units                                  | 4       | (3.8)  | 0  | (0.0)  |       |
| Employer pays tuition                                       | 0       | (0.0)  | 0  | (0.0)  |       |
| Comments  | 3       | (2.9)  | 3  | (2.9)  |       |
| Enjoy learning, increase skill                              | 2       | (1.9)  | 4  | (3.8)  |       |
| Enjoy learning, career change                               | 5       | (4.8)  | 3  | (2.9)  |       |
| Enjoy learning, comments                                    | 1       | (1.0)  | 1  | (1.0)  |       |
| Increase skills, career<br>change                           | 2       | (1.9)  | 3  | (2.9)  |       |
| Increase skills, employer<br>pays tuition                   | 1       | (1.0)  | 0  | (0.0)  |       |
| Employer pays tuition,                                      | 0       | (0.0)  | 1  | (1.0)  |       |
| Enjoy learning, increase<br>skills, employer pays tuition   | 0       | (0.0)  | 1  | (1.0)  |       |
| Enjoy learning, career change,<br>comments                  | 2       | (1.9)  | 1  | (1.0)  |       |
| Increase skills, career<br>change, CEU                      | 0       | (0.0)  | 1  | (1.0)  |       |
| Increase skills, career<br>change, employer pays<br>tuition | 0       | (0.0)  | 1  | (1.0)  |       |
| Increase skills, employer<br>pays tuition, comments         | 0       | (0.0)  | 1  | (1.0)  |       |

| Reasons for Returning<br>to College   | Females   |               | N         | Males         |       |
|---|-----------|---------------|-----------|---------------|-------|
|   | N         | * (%)         |           | N             | * (%) |
| Enjoy learning, increase<br>skills, career change,<br>employer pays tuition         | 0         | (0.0)         | 1         | (1.0)         |       |
| Enjoy learning, increase<br>skills, career change,<br>employer pays tuition         | 1         | (1.0)         | 0         | (0.0)         |       |
| Enjoy learning, increase<br>skills, career change,<br>CEU, employer pays<br>tuition | 1         | (1.0)         | 0         | (0.0)         |       |
| Total   | <u>51</u> | <u>*100.0</u> | <u>54</u> | <u>*100.0</u> |       |

\*Total may not equal 100 due to rounding.

APPENDIX F

REASONS UNIVERSITY GRADUATES GAVE FOR ATTENDING  
TULSA JUNIOR COLLEGE TO CONTINUE THEIR STUDY

REASONS UNIVERSITY GRADUATES GAVE  
FOR ATTENDING TULSA JUNIOR  
COLLEGE TO CONTINUE  
THEIR STUDY

| Reasons to Attend<br>TJC to Continue Study                     | Frequency<br>N | Percentage<br>of Responses* |
|--|----------------|-----------------------------|
| Technical education  | 2              | 1.9                         |
| Convenient to home   | 0              | 0.0                         |
| Affordable tuition   | 5              | 4.8                         |
| Convenient time of course                                      | 2              | 1.9                         |
| Courses offered  | 8              | 7.6                         |
| Comments   | 3              | 2.9                         |
| Technical education, convenient<br>to home                     | 1              | 1.0                         |
| Technical education, affordable<br>tuition                     | 3              | 2.9                         |
| Technical education, courses offered                           | 2              | 1.9                         |
| Convenient to home, affordable<br>tuition                      | 6              | 5.7                         |
| Convenient to home, convenient<br>time of course               | 3              | 2.9                         |
| Affordable tuition, convenient time<br>of course               | 6              | 5.7                         |
| Affordable tuition, courses offered                            | 1              | 1.0                         |
| Affordable tuition, comments                                   | 1              | 1.0                         |
| Courses offered, comments                                      | 1              | 1.0                         |
| Technical education, convenient to<br>home, affordable tuition | 3              | 2.9                         |

| Reasons to Attend<br>TJC to Continue Study  | Frequency<br>N | Percentage<br>of Responses* |
|---|----------------|-----------------------------|
| Technical education, affordable tuition, convenient time of course                                      | 3              | 2.9                         |
| Technical education, affordable tuition, courses offered  | 1              | 1.0                         |
| Convenient to home, affordable tuition, convenient time of course                                       | 13             | 12.4                        |
| Affordable tuition, convenient time of course, courses offered  | 5              | 4.8                         |
| Affordable tuition, convenient time of course, comments   | 1              | 1.0                         |
| Technical education, convenient to home, affordable tuition, convenient time of course                  | 6              | 5.6                         |
| Technical education, affordable tuition, convenient time of course, courses offered                     | 2              | 1.9                         |
| Technical education, affordable tuition, convenient time of course, comments                            | 1              | 1.0                         |
| Convenient to home, affordable tuition, convenient time of course, courses offered                      | 9              | 8.6                         |
| Convenient to home, affordable tuition, convenient time of course, comments                             | 1              | 1.0                         |
| Affordable tuition, convenient time of course, courses offered, comments                                | 2              | 1.9                         |
| Technical education, convenient to home, affordable tuition, convenient time of course, courses offered | 13             | 12.4                        |
| Technical education, affordable tuition, convenient time of course, courses offered, comments           | 1              | 1.0                         |

| Reasons to Attend<br>TJC to Continue Study   | Frequency<br>N | Percentage<br>of Responses* |
|--|----------------|-----------------------------|
| Technical education, convenient<br>to home, affordable tuition,<br>convenient time of course,<br>courses offered, comments | 2              | 1.9                         |
| Total  | <u>105</u>     | <u>100.0*</u>               |

\*Total may not equal 100 due to rounding.



APPENDIX G

THE UNIVERSITY GRADUATES' SEX AS RELATED TO REASONS  
FOR ATTENDING TULSA JUNIOR COLLEGE  
TO CONTINUE THEIR EDUCATION

THE UNIVERSITY GRADUATES' SEX AS RELATED TO REASONS  
FOR ATTENDING TULSA JUNIOR COLLEGE  
TO CONTINUE THEIR EDUCATION

| Reasons to Attend TJC<br>to Continue Education                    | Females |       | N | Males |       |
|---|---------|-------|---|-------|-------|
|   | N       | * (%) |   | N     | * (%) |
| Technical education   | 0       | (0.0) | 2 | (1.9) |       |
| Convenient to home  | 0       | (0.0) | 0 | (0.0) |       |
| Affordable tuition  | 2       | (1.9) | 3 | (2.9) |       |
| Convenient time of course   | 1       | (1.0) | 1 | (1.0) |       |
| Courses offered   | 4       | (3.8) | 4 | (3.8) |       |
| Comments  | 2       | (1.9) | 1 | (1.0) |       |
| Technical education,<br>convenient to home                        | 0       | (0.0) | 1 | (1.0) |       |
| Technical education,<br>affordable tuition                        | 1       | (1.0) | 2 | (1.9) |       |
| Technical education,<br>courses offered                           | 1       | (1.0) | 1 | (1.0) |       |
| Convenient to home,<br>affordable tuition                         | 2       | (1.0) | 4 | (3.8) |       |
| Convenient to home,<br>convenient time of course                  | 2       | (1.9) | 1 | (1.0) |       |
| Affordable tuition,<br>convenient time of course                  | 4       | (3.8) | 2 | (1.9) |       |
| Affordable tuition, courses<br>offered                            | 0       | (0.0) | 1 | (1.0) |       |
| Affordable tuition, comments                                      | 0       | (0.0) | 1 | (1.0) |       |
| Courses offered, comments   | 0       | (0.0) | 1 | (1.0) |       |
| Technical education,<br>convenient to home,<br>affordable tuition | 1       | (1.0) | 2 | (1.9) |       |

| Reasons to Attend TJC<br>to Continue Education  | Females |       | N | Males |       |
|---|---------|-------|---|-------|-------|
|   | N       | * (%) |   | N     | * (%) |
| Technical education,<br>affordable tuition,<br>convenient time of course                        | 1       | (1.0) | 0 | (0.0) |       |
| Technical education,<br>affordable tuition,<br>courses offered                                  | 1       | (1.0) | 0 | (0.0) |       |
| Convenient to home,<br>affordable tuition<br>convenient time of course                          | 9       | (8.6) | 4 | (3.8) |       |
| Affordable tuition,<br>convenient time of course,<br>courses offered                            | 3       | (2.9) | 2 | (1.9) |       |
| Affordable tuition,<br>convenient time of course,<br>comments                                   | 1       | (1.0) | 0 | (0.0) |       |
| Technical education,<br>convenient to home,<br>affordable tuition,<br>convenient time of course | 3       | (2.9) | 3 | (2.9) |       |
| Technical education,<br>affordable tuition,<br>convenient time of course,<br>courses offered    | 1       | (1.0) | 1 | (1.0) |       |
| Technical education,<br>affordable tuition,<br>convenient time of course,<br>comments           | 0       | (0.0) | 1 | (1.0) |       |
| Convenient to home,<br>affordable tuition<br>convenient time of course,<br>courses offered      | 3       | (2.9) | 6 | (5.7) |       |
| Convenient to home,<br>affordable tuition,<br>convenient time of course,<br>comments            | 1       | (1.0) | 0 | (0.0) |       |

| Reasons to Attend TJC<br>to Continue Education   | Females   |                 | Males     |                 |
|--|-----------|-----------------|-----------|-----------------|
|  | N         | * (%)           | N         | * (%)           |
| Affordable tuition<br>convenient time of course,<br>courses offered, comments  | 0         | (0.0)           | 2         | (1.9)           |
| Technical education,<br>convenient to home,<br>affordable tuition,<br>convenient time of course,<br>courses offered          | 7         | (6.7)           | 6         | (5.7)           |
| Technical education,<br>affordable tuition<br>convenient time of course,<br>courses offered, comments                        | 0         | (0.0)           | 1         | (1.0)           |
| Technical education<br>convenient to home,<br>affordable tuition,<br>convenient time of course,<br>courses offered, comments | 1         | (1.0)           | 1         | (1.0)           |
| <u>Total</u>   | <u>51</u> | <u>*(100.0)</u> | <u>54</u> | <u>*(100.0)</u> |

\*Total may not equal 100 due to rounding

APPENDIX H

RESULTS OF UNIVERSITY GRADUATES' RESPONSES  
TO OPEN-ENDED ITEMS

RESULTS OF UNIVERSITY GRADUATES' RESPONSES  
TO OPEN-ENDED ITEMS

All the written responses made within this study by the university graduates are reported under the following topics: (1) reasons to seek continued education, (2) over-all impression of Tulsa Junior College, (3) suggestions for changes at Tulsa Junior College, and (4) computer science course offerings.

1. Reasons to Seek Continued Education

- A. Took Engineering to have a job -- real interest is in psychology, yet no jobs available.
- B. Education field is so closed and low paying, must get new career.
- C. Problem-solving skills more critical for life functioning than subject matter.
- D. Graduated with Secretary Education degree -- no job -- returned to Tulsa Junior College for Computer Science Associate Degree and got a better job immediately.
- E. Dissatisfied with teaching field and low salary, wish to seek new career.
- F. Speciality degree is now mandatory in business world.
- G. Learning for learning's sake is supposedly why we have obtained our first degree.

2. Over-all Impression of Tulsa Junior College.

- A. Tulsa Junior College serves all ages.
- B. Tulsa Junior College is geared for the 18-year-old, day student more than for the evening student.
- C. Expected Tulsa Junior College to be easy, but it is difficult.
- D. Tulsa Junior College is too easy in the business area.
- E. Tulsa Junior College is not scholastically challenging, only good for technical programs.

- F. Junior College contact with industry implies teaching directed toward job market that is not apparent at four-year institutions.
3. Suggestions for Change at Tulsa Junior College
- A. More use of facilities at Northeast and fewer offerings at Metro.
  - B. Would like to see more variety in science course offerings in evening at Tulsa Junior College.
  - C. Would like to see the abolishment of the Tulsa Business Persons Advisory Board for Tulsa Junior College.
  - D. Tulsa Junior College should begin program in Occupational Therapy.
  - E. Would like to see Tulsa Junior College be more of a university preparation school rather than a vo-tech school as it is now.
  - F. Like affordable tuition.
4. Computer Science Courses
- A. Impressed with variety and quality of computer science courses.
  - B. Computers should be available on weekends and holidays for student use.
  - C. Separate Southeast campus computer system from Metro.
  - D. More availability of computer services (weekends).

Additional Comments:

Instructional Techniques

- A. Instructors seem lacking in educational (teaching) preparation or experience -- know subject, but not how to "teach" subject.
- B. Outstanding full-time faculty.
- C. Would like to see more full-time staff and fewer part-time staff at Tulsa Junior College.

Counseling Services

- A. Have been dissatisfied with counseling given by Tulsa Junior College advisors.
- B. Need better career counseling at college level.

VITA 2

Omer Webster Cowen, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: AN ASSESSMENT OF MOTIVATIONAL CHARACTERISTICS PROMPTING UNIVERSITY GRADUATES TO CONTINUE THEIR EDUCATION AT TULSA JUNIOR COLLEGE

Major Field: Occupational and Adult Education

Bibliography:

Personal Data: Born in Paden, Oklahoma, November 2, 1939, the son of Omer and Linnie Cowen.

Education: Graduated from Central High School, Tulsa, Oklahoma, 1957; received a Diploma in Nursing Arts from Hillcrest Hospital, 1961; received a Certificate in Neuropsychiatric Nursing, Letterman General Hospital, U.S. Army, San Francisco, California, 1963; awarded the Bachelor of Science in Nursing from the University of Tulsa, 1968; completed the requirements for the Master of Science Degree with a major in Trade and Industrial Education, from Oklahoma State University in May, 1978; completed the requirements for a Doctorate of Education at Oklahoma State University in May, 1985.

Professional Experience: Staff nurse in the operating room at Hillcrest Hospital, 1961; general duty nurse, U.S. Army, Letterman General Hospital, San Francisco, California, 1964; staff nurse psychiatry, Hillcrest Medical Center, 1965; Assistant to the Superintendent of Detention, Tulsa County Juvenile Court, Tulsa, Oklahoma, 1968-1970; head nurse, psychiatry, Hillcrest Medical Center 1970-1975; instructor in Nursing, Tulsa Junior College, Associate Degree Nursing Program, Tulsa, Oklahoma, 1975-present; Colonel in the United States Army Reserves, 5059 RTU, 95 Division (MTC) Training Command, Oklahoma City, Oklahoma, 1979-present. Individual mobilization augmented as assistant chief nurse, Brook Army Medical Center, Fort Sam Houston, Texas.

Professional Organizations: National League for Nursing; Association of Military Surgeons; Kellogg Fellowship recipient, University of Oklahoma.