

A VOCATIONAL NEEDS ASSESSMENT OF ADULT
WOMEN IN THE INDIAN MERIDIAN AREA
VOCATIONAL-TECHNICAL
SCHOOL DISTRICT

by

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CHAPTER I

INTRODUCTION

Inasmuch as one of the main charges of vocational education is to serve the needs of people, the adult segment of the American society can be well served by vocational education as it has perhaps the largest array of needs. As stated by Spence (20, p. 258):

The education of adults must be central. The reason for this role comes from the inevitable dominance of adults in society--there are more of them and they hold most of the critical positions.

The primary and immediate mission of adult education, according to Knowles (10) is to help individuals satisfy their needs and to achieve their goals. Adult education also has tremendous potential to assist the social and economic progress of any community. Nolfi (16) suggests that adult education can be the opportunity for access and social mobility to a better life for many disadvantaged persons. It can also provide education for those who missed the chance in their youth and now lack not the will, but the time, money, self-confidence and geographic proximity for learning. Adult education can provide mid-career retraining for those buffeted by technological changes in the economy. Finally, it can be a force for revitalizing our humanistic dreams and can help each citizen achieve complete self identity through the development of their full potential.

Statement of the Problem

One of the keys to offering successful and meaningful adult education programs is the ability to identify and respond to the needs of the learners. Maximum effectiveness for adult learners will be brought about only if and when the adults within the target populations are involved in the identification of needs.

Because of the diversity of educational backgrounds of adult women in the Indian Meridian Area Vocational-Technical School District, a study of their vocational education needs was deemed timely. Since a formal study of this problem has not been conducted, a study of this nature would appear to be beneficial to the planners of adult vocational education programs as well as to the administrators of the Indian Meridian Area Vocational-Technical School.

Purpose of the Study

The purpose of this study was to identify the vocational education needs of adult women in one of Oklahoma's twenty area school districts. The area school selected was the Indian Meridian Area Vocational-Technical School, located at Stillwater, Oklahoma.

Objectives

The objectives of this study were to:

1. Determine the awareness of adult women in the Indian Meridian Area Vocational-Technical School District of existing vocational education programs at the Indian Meridian Area Vocational-Technical School.

2. Find out how many women in the Indian Meridian Area Vocational-Technical School District are interested in new skill training or in upgrading their present level of skill.
3. Determine the factors or reasons why adult women in the Indian Meridian Area Vocational-Technical School District were interested in new skill training or in upgrading their present level of skill.
4. Identify specific vocational programs women in the Indian Meridian Area Vocational-Technical School District need.
5. Determine the characteristics; e.g., age, employment status, educational background of the population to be served.

Definition of Terms

The following are definitions of terms as they were used in this study:

Adult - An individual who has reached a specified legal age, usually eighteen years of age.

Adult Education - Instruction designed to meet the unique needs of adults and youth beyond the age of compulsory school attendance who have either completed or have interrupted their formal education.

Area Vocational-Technical School - A specialized school in an independent school district with its own tax base used principally for vocational and technical education for secondary, post-secondary, and adult students who are available for study in preparation for entering the labor market.

Limitations

This research study was limited to: 1) adult women residents in the Indian Meridian Area Vocational-Technical School District who had a telephone at their residence, and 2) 1970 census data which were used to determine the number of women to be sampled from specific school districts.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to review the literature which is related to the purpose of this study, which was to conduct a vocational needs assessment of adult women in a vocational-technical area school district in Oklahoma. This review contains sections on: 1) the nature of adult education, 2) the process of the identification of vocational educational needs, and 3) specific problems and needs of women in education and work.

The Nature of Adult Education

Adult education is constantly becoming a more significant factor in the overall educational picture in the United States. The seventies saw the expansion of adult education and the eighties will offer even greater growth due to shifts in the age of the population, ever-increasing technological advances and the need for skill upgrading, and the desire of more and more individuals to seek self-fulfillment. It is, therefore, an important national objective because it is a means of enrichment of personal life and a method for adults to become more productive participants in a complex society.

In its broadest sense, adult education encompasses many target groups: basic adult or remedial education, leisure oriented courses,

vocational adult education and manpower training. According to Theile (21) adult education, for the most part, is related to job training and career advancement. Calhoun and Finch (4) point out that adult education has been primarily designed for dropouts, for individuals who want to train for another job, or for individuals who want to upgrade their present skills for job advancement.

Adult learning takes place under a variety of conditions and circumstances. Brewin and Parker (3) state that adult education is the responsibility of the local community. The Adult Education Association (1) has identified twenty-two institutions that offer adult education of some sort which responds to the needs of the local community. Some of these include: business and industry, community colleges, churches, unions, public libraries, community agencies, governmental agencies, health agencies, and a wide variety of professional, proprietary and voluntary institutions.

The Process of the Identification of Adult Vocational Needs

A major challenge facing adult education today is the decision regarding what types of programs and courses should be made available to the community being served. This crucial step can be taken in two ways, according to Knowles (10). The first is that the directors of programs build the programs on the basis of what they think the people ought to learn. In the second method the directors of the programs utilize advisory councils which help them make repeated surveys of the needs and interests of the individuals and the institutions of their communities.

The first approach is likely to conclude in pathetic participation because the adult learner had nothing to do with program planning. The second approach is likely to succeed since the learner was involved in the identification of his/her own educational needs.

Lumsden (12) further points out:

. . . very little success will be met with if programs are merely set up for adults and then participants must be found. Unless the common man is brought into the process of planning, as both critics and creators, the values that will be imparted into the plan, when it is finally made, will be merely those that have been carried over from past situations and past needs, without critical revisions (p. 279).

Beavers and Burris (2) echo this philosophy. They feel that most adults are voluntary learners and usually participate when they feel the programs will help them in some way and when it is worth their time and involvement. They also stress that a needs assessment is essential to assure that the planned program is important to the people and that it brings about the changes which are felt to be necessary.

This philosophy was substantiated by a study conducted by Reardon (19) which employed the Delphi technique to explore lifelong learning needs in Pennsylvania. Respondents included agents (those involved in the educational system such as administrators and faculty) and consumers (those who might pursue lifelong learning). Results revealed that consumers saw more needs than the agents, and that the lifelong learner has a wide variety of needs and that people currently in the system do not know how to respond to them.

An understanding of the concept of need is basic for devising ways for making relevant needs assessments. The assessor should have

a clear idea of what it is that he/she wants to evaluate (2). Knowles

(10) defined an educational need as:

. . . something a person ought to learn for his own good, for the good of an organization, or for the good of society. It is the gap between his present level of competencies and a higher level required for effective performance as defined by himself, his organization, or his society. (p. 32)

Ellis (6) distinguished between educational needs and "felt" needs.

He defined a felt need as an interest, and said that a felt need may be regarded as that which is considered necessary by the people concerned. However, a felt need may or may not be a real educational need. According to Beavers and Burris (2), the easiest needs for the learner to self diagnose are the so-called "felt" needs or interests.

Lumsden (12) saw a need as being characterized by a lack which in turn creates a sense of urgency, and further stated that a sense of conflict and frustration will ensue if the need remains unsatisfied. Furthermore, the individual or social system with a need realized that a gap exists between actual conditions and possible conditions. Cromer (5), in his publication, Procedure for Determining Vocational Education Needs through Community Analysis, lists six objectives of a local community analysis:

- (1) Evaluate existing vocational courses and determine needed additional offerings,
- (2) focus attention on the development of quality comprehensive community programs,
- (3) summarize occupational opportunities within a community,
- (4) assist local schools in establishing the type of vocational offering which will generate a desirable curriculum balance,
- (5) determine the need for supplemental education and training or retraining, and

- (6) supplement local data with area and state data to project a regional picture of employment opportunities (p. 6).

As stated earlier, adult education is primarily the responsibility of the local community, and the process of needs identification for the community should be done by community analysis.

Specific Problems and Needs of Women in Education and Work

In the past decade the role of women in the American society has been enhanced through a deepening awareness of women in all areas of life, and women can be viewed as new clientele for postsecondary education.

Calhoun and Finch (4) cite five developments which have served to bring women as workers into new prominence:

- (a) The relaxation of restrictions against entry into occupations traditionally viewed as masculine strongholds,
- (b) vast changes in the occupational structure that have seen the displacement of many unskilled jobs requiring sheer physical labor by others demanding general education and special skills,
- (c) the spread of part-time employment and the equalization of job opportunities for single and married women,
- (d) changing attitudes toward family roles, and
- (e) the establishment of day care centers (p. 19).

In spite of these developments and the increased awareness, women are still underrepresented in countless fields of employment and work. Statistics reported by Ludwig (11) state that (1) out of two hundred and fifty distinct occupations, approximately one-half of all women were employed in only twenty-one occupations, (2) women earn, on the average, only three-fifths of what a man earns, and (3)

women represent seventy-seven percent of all clerical workers, but only five percent of all crafts workers.

Evans (7) cites reasons which can account for the underrepresentation:

Until comparatively recently, secondary school occupational education for women has been confined almost exclusively to homemaking and clerical occupations. Today these two programs have two-thirds of the total enrollment in reimbursed secondary school vocational education, and perhaps ninety percent of the female enrollment. This has been somewhat reasonable, since most women become homemakers and since seventy percent of the women high school graduates who do not go to college are employed as clerical workers. It has, however, provided very few opportunities for women to break out of these two rigid molds (p. 41).

Women are, however, becoming an increasingly potent factor in the labor force. In 1972 over forty percent of married women with children under eighteen years of age were in the labor force, an increase of almost fifty percent over 1960. In addition, it is a fact that nine out of ten women will work for at least twenty-five years of their life. For thousands of women, it is no longer necessary to make a choice between career and family, but toward alternatives that combine family responsibilities with commitments to career opportunities outside the home (4).

Adult education programs are primary vehicles for skill training for adults. Although women outnumber men in the population which is eligible for adult education, 12.6% of the eligible men participate in adult education programs as compared with 9.6% of the eligible women (18). According to Nolphi (16), many adults with the greatest need are the least organized and the least articulate in pressing for their needs. Some adults believe that they cannot succeed in addi-

tional education, cannot afford further education, and, most of all, that the educational system is not interested in their needs and is not able to serve them.

In a study done by Lyman-Viera and Boggs (13) regarding the educational needs of women in the Chaffey Community College District, it was found that the educational attainment of women was generally less than that of men, with 8.4% and 18.2%, respectively, having graduated from college. The women in the study gave several restrictions to participating in education, such as family responsibility, child care, transportation, personal feelings, and finances. General educational needs were given as career counseling and knowledge of existing agencies which could help them and more mechanical skills and the ability to work with tools. Lyman-Viera and Boggs also found that over forty percent of the women surveyed planned to take classes in the future and nearly all of the specific courses cited as being of interest were available in the existing curriculum.

A similar study was done by Owens (17) which identified the educational needs of women in the Tuscaloosa, Alabama area who were at least eighteen years of age and not enrolled in any school or educational program at the time of the study. The majority of the women indicated that they would be interested in pursuing and continuing their education if special arrangements could be made. Most of the women interviewed would consider enrolling in courses or areas of study because of personal interest and enjoyment, although some were interested in working toward a certificate or degree. The respondents were to designate a total of thirty-nine courses or areas of study by first,

second or third choice. With the exception of auto mechanics and mortuary science, all areas of study were categorized into two broad areas: (1) personal development and home improvements and (2) academic programs. In personal development and home improvement areas the most needed courses were decorating and arts and crafts. In academic programs a great majority listed education. Second and third in that area were English and nursing, respectively.

Jones and Diener (9) conducted a study of educational needs of the support staff at the University of Alabama. The majority of the respondents wanted to continue their education in some way. The younger and middle-aged employees wanted to get into higher education, while the older employees wanted an opportunity to finish high school. Specific training needs of women were identified as typing, shorthand, bookkeeping, public speaking, business machine operation, and cleaning equipment. The major barrier to attaining more education for all age groups was times.

In a study done by Morton and Hatfield (14) on the educational needs of adults in the Indian Meridian Area Vocational-Technical School District in Oklahoma, it was concluded that adults were interested in skill training and that a larger proportion of women than men were interested in skill training. The study also discovered that both men and women are interested in "traditional" jobs historically identified with their particular sex. Practical nursing, general office clerk, and secretary were the types of jobs sixty-nine percent of the women interviewed were interested in. Women were also more concerned with leisure time education than with vocational training.

It can be concluded from the aforementioned studies that women do not identify their needs as being in "nontraditional" roles. Frey (8) studied the success rate of women who did enroll in industrial-technological courses by comparing the employability of men and of women from the same industrial-technical course at Black Hawk College in Moline, Illinois. He found that there was no significant difference between the ratio of female graduates who were employed in the field in which they were trained compared to male graduates who received the same training. However, the employability of women has increased slightly in the past three years (from 67.8% to 75%), and the employability of men has decreased slightly during these same three years (from 78.6% to 72.6%).

CHAPTER III

METHODOLOGY

The major purpose of this study was to identify the vocational education needs of adult women in one of Oklahoma's twenty area vocational-technical school districts. The area school selected was Indian Meridian Area Vocational-Technical School, located in Stillwater, Oklahoma. It was necessary to incorporate the following objectives in order to deal with this purpose:

1. Determine the awareness of adult women in the Indian Meridian Area Vocational-Technical School District of existing vocational or technical education programs at Indian Meridian Area Vocational-Technical School.
2. Find out how many women in the Indian Meridian Area Vocational-Technical School District are interested in new skill training or in upgrading their present level of skill.
3. Determine the factors or reasons why adult women in the Indian Meridian Area Vocational-Technical School District were interested in new skill training or in upgrading their present level of skill.
4. Identify specific vocational programs women in the Indian Meridian Area Vocational-Technical School District need.

5. Determine the characteristics (e.g., age, employment, marital status, educational background) of the population to be served.

This chapter, in describing the methodology used, is divided into the following sections: selection of the sample, development of the instrument, method employed in collecting data, and analysis of data.

Selection of the Sample

There are seven school districts which comprise the Indian Meridian Area Vocational-Technical School District: those of Guthrie, Mulhall-Orlando, Pawnee, Morrison, Glencoe, Pleasant View and Stillwater. The target population was defined to be all adult women with a telephone listing in the published directories of the seven school districts which comprise the Indian Meridian Area Vocational-Technical School District. A sampling of one hundred adult women who agreed to answer the interview questions was derived for this study. The population of adult women in the seven districts was determined from the 1970 census, and these populations determined what proportional allocation of the one hundred sample adult women each school district would have. Table I shows a summary of the sample size from each school district in the Indian Meridian Area Vocational-Technical School District.

TABLE I
SUMMARY OF SAMPLE SIZE BY STRATA

School District	Population of Adult Women	Number to Sample
Glencoe	1,384	7
Guthrie	4304	22
Morrison	645	3
Mulhall-Orlando	534	3
Pawnee	946	5
Stillwater (Includes Pleasant View)	11,733	60
Totals	<u>19,546</u>	<u>100</u>

The "number to sample" from each town was randomly selected from the corresponding town's telephone directory.

Development of the Instrument

A response form was developed in order to record information given by respondents during the telephone interview. After the objectives of the study were stated, it was necessary to select those interview items that would be instrumental in reaching the objectives. The key points of the survey instrument included awareness of the programs offered at Indian Meridian Area Vocational-Technical School,

interest in new skill training or in upgrading skill training, reasons for skill training, specific vocational needs of the women, and characteristics of the women such as age, employment, marital status, and educational background.

The response form was field tested with five random participants selected from the Stillwater telephone book. It was found satisfactory for the purpose and objectives of this study. The response form and flowchart are appended to this study. (See Appendix A.)

Collection of Data

Telephone interviews were conducted between May 21 and May 30, 1979. Responses of the selected sample were recorded on the response form. One hundred and thirty-three adult women were contacted and asked to participate in the survey. Of this number, one hundred of the women responded to the interview and thirty-three refused to participate, resulting in a response rate of seventy-five percent.

Analysis of Data

Upon completion of the interviews the responses were tabulated to determine the results. These responses were categorized according to the objectives and organized into table form for ease in analysis. A descriptive analysis was developed for these results, with efforts being made to point out extremes in positive and negative responses. Comments were compiled to further describe the outcome of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to identify the vocational education needs of adult women in the Indian Meridian Area Vocational-Technical School District. Further investigation was conducted in order to determine the awareness of adult women in the Indian Meridian Area Vocational-Technical School District of the secondary and adult courses which are offered there.

To accomplish this purpose, the following objectives were formulated:

1. Determine the awareness of adult women in the Indian Meridian Area Vocational-Technical School District of existing vocational education programs at Indian Meridian Area Vocational-Technical School.
2. Find out how many women in the Indian Meridian Area Vocational-Technical School District are interested in new skill training or in upgrading their present level of skill.
3. Determine the factors or reasons why adult women in the Indian Meridian Area Vocational-Technical School District were interested in new skill training or in upgrading their present level of skill.
4. Identify specific vocational programs women in the

Indian Meridian Area Vocational-Technical School
District need.

5. Determine the characteristics; e.g., age, employment status, educational background, educational background of the population to be served.

Findings relative to the objectives of the study are presented in this chapter.

The data presented in this chapter were gathered from one hundred women in the seven school districts which comprise the Indian Meridian Area Vocational-Technical School District. The seven school districts consist of Stillwater, Pleasant View, Guthrie, Glencoe, Pawnee, Morrison, and Mulhall-Orlando.

Telephone calls were made to one hundred thirty-three adult women in the Indian Meridian Area Vocational-Technical School District during the survey period. Of the one hundred thirty-three women who were asked if they would like to participate in the survey, one hundred women agreed to do so.

The survey instrument consisted of twelve questions which were categorized into three sections according to the objectives of the study. The first section of questions dealt with the awareness of respondents of the Indian Meridian Area Vocational-Technical School in Stillwater and the respondent's awareness of courses available for adults. The second set of questions dealt with the respondent's interest in obtaining vocational or skill training, the specific courses they were interested in, and their reasons for wanting to participate in the courses which they specified. The third section of questions asked the respondents to

give certain types of personal information which identified the characteristics of the group being surveyed, such as level of education, age, marital status, and employment status. Questions as they pertained to the objectives of the study are detailed in the following manner:

Questions grouped under Objective I, which states, "Determine the awareness of adult women in the Indian Meridian Area Vocational-Technical School District of existing vocational education programs at the Indian Meridian Area Vocational-Technical School," are as follows:

2. Are you aware of the Indian Meridian Area Vocational-Technical School in Stillwater?
3. Do you know what kinds of courses are available for adults?
4. Could you tell me what courses are available for adults?

The question pertaining to Objective II, which states, "Find out how many women in the Indian Meridian Area Vocational-Technical School District are interested in new skill training or in upgrading their present level of skill," is:

5. Are you interested in any type of vocational or skill training?

The question pertaining to Objective III, which states, "Determine the factors or reasons why women in the Indian Meridian Area Vocational-Technical School District were interested in new skill training or in upgrading their present level of skill," is:

7. Are you interested in vocational or skill training to

upgrade your present job, to find a new job, or to better a personal, home-related, or a vocational skill?

The question which pertained to Objective IV, which stated, "Identify specific vocational programs women in the Indian Meridian Area Vocational-Technical School District need," is:

6. What course or program are you interested in?

Questions grouped under Objective V, which stated, "Determine the characteristics; e.g., age, employment status, educational background of the population to be served," include the following:

8. What is the highest grade or level of education you have completed?

9. In what year were you born?

10. Are you married, single, divorced or widowed?

11. What is your employment status? (If employed, where?)

12. Are you seeking work if you are not presently employed, or another job if you are employed?

Awareness of Respondents of Area Vocational-Technical School and Adult Programs

Table II is a summary of the respondents' awareness of the Indian Meridian Area Vocational-Technical School and of their awareness of courses of study which are available for adults at this institution. Ninety-two percent of the women surveyed indicated that they knew of the Indian Meridian Area Vocational Technical School, and seventy-two percent knew of courses which were available for adults.

The respondents who were aware of what kinds of courses were available for adults had varying degrees of awareness. Ten percent had a limited awareness, being able to name only one or two courses offered at Indian Meridian Area Vocational-Technical School. Thirty-two percent had an average awareness of adult courses available, and were able to name three or four courses. Thirty percent of the respondents had a general awareness of the programs and were able to name five or more courses available for adults.

TABLE II

AWARENESS OF ADULT WOMEN IN THE INDIAN MERIDIAN AREA
VOCATIONAL-TECHNICAL SCHOOL DISTRICT OF THE INDIAN
MERIDIAN AREA VOCATIONAL-TECHNICAL
SCHOOL AND THE COURSES WHICH ARE
AVAILABLE FOR ADULTS

Response	Awareness of Indian Meridian Area Vocational-Technical School	Awareness of Courses Available for Adults at Indian Meridian Vocational-Technical School
Yes	92	72
No	8	28
Totals	100	100

Vocational and Skill Training

Needs of Respondents

Table III shows the number of study respondents who were and were not interested in vocational or skill training. Thirty-two percent of the sample population were interested in vocational or skill training and sixty-eight percent were not.

TABLE III
RESPONDENTS INTERESTED IN VOCATIONAL
OR SKILL TRAINING

Interested in Skill Training:	Number in Sample	Percentage
Yes	32	32
No	68	68
Total	100	100

Table IV contains the specific courses or programs which respondents were interested in and the reasons why they were interested in the specific courses. Respondents who expressed an interest in vocational or skill training desired courses which covered a wide range. The largest demand for a particular skill training was in the area of licensed practical nursing, with four percent of the respondents

expressing an interest in courses of this nature. Licensed practical nursing was desired in order to find a new job or to upgrade a present job in the majority of cases. Arts and crafts type courses were desired as a personal, home-related, or avocational type training by all the respondents desiring them. The next largest categories were photography and carpentry, each with three percent of the sample population expressing a desire for these types of training. The majority of the respondents interested in these courses were interested in them as leisure-time activities, and not related to job training.

Respondents identified twenty-five courses or programs in which they were interested, and five indicated that they were interested in these particular courses in order to upgrade their present job. Seven of the respondents wanted specific courses in order to find a new job. The largest majority of respondents (27) said that they were interested in vocational courses to better a personal, home related, or avocational skill.

Of the twenty-five courses respondents were interested in, all but three were currently being offered or would be offered (depending upon sufficient enrollment) at the Indian Meridian Area Vocational-Technical School. The three courses which were not listed in the offerings as possible offerings at the school were arts and crafts, stained glass, and sign language.

TABLE IV
PROGRAMS OR COURSES RESPONDENTS WERE INTERESTED
IN AND REASONS FOR INTEREST¹

Program or Course	Number of Respondents	Reason for Interest		
		Upgrade Job	Find a New Job	Personal Home-Related or Avocational
Licensed Practical Nurse	4	1	2	1
Arts and Crafts	4	0	0	0
Photography	3	0	1	2
Carpentry	3	0	0	3
Foods	2	0	0	2
Real Estate	2	1	1	0
Banking	2	1	1	0
Microwave Cooking	2	0	0	2
Cake Decorating	2	0	0	2
Business English	1	1	0	0
Magcard Typing	1	0	1	0
Sewing	1	0	0	1
Estate or Tax Planning	1	0	0	1
Stained Glass	1	0	0	1
Motivational Courses	1	0	0	1
Basic Typing	1	0	0	1
Cardio Pulmonary Resuscitation	1	0	0	1

TABLE IV (Continued)

Program or Course	Number of Respondents	Reason for Interest		
		Upgrade Job	Find a New Job	Personal Home-related or Avocational
First Aid	1	0	0	0
Upholstery	1	0	0	1
Journalism	1	1	0	0
Electronics	1	0	0	0
Legal Secretary	1	0	1	0
Sign Language	1	0	0	1
Auto Tune-up	1	0	0	1
Medical Terminology	1	0	1	0
TOTALS	39	5	7	27

1 Multiple responses for courses and reasons were accepted.

Characteristics of the Study Participants

The highest grade or level of education of the study participants ranged from a third grade education to a doctoral degree. Seventy-five percent of the study population had attained a high school education or better, and twenty-four percent of the respondents had achieved one or more college degrees. Twenty-five percent of the respondents had less

than a high school degree. The most frequently occurring level of educational achievement was the completion of high school. The distribution of respondents by level of education is contained in Table V.

TABLE V

Level of Education of Study Participants

Level of Education	Number of Respondents
Doctor's Degree	2
Master's Degree	6
Bachelor's Degree	16
Some College	21
High School plus Vocational Training	2
High School	28
Some High School	5
Eighth Grade or Below	11
No Response	9
TOTAL	100

The age of the respondents ranged from nineteen to eighty-eight, with a mean age of forty-two and six-tenth years. The distribution of respondents by age is contained in Table VI.

TABLE VI
AGE DISTRIBUTION OF STUDY PARTICIPANTS

Age in Years	Number of Participants
18 - 24	13
25 - 29	16
30 - 34	10
35 - 39	10
40 - 44	6
45 - 49	7
50 - 54	6
55 - 59	12
60 - 64	7
65 and over	10
No response	3
TOTAL	100

The marital status of respondents was categorized as either married, single, divorced, or widowed. The majority of the respondents, seventy-five percent, were married. The remainder of the population sample, twenty-five percent, was single, divorced, or widowed, which implies that they were the head of the household and their sole means of

financial support. Table VII contains the distribution of the population by marital status.

TABLE VII
MARITAL STATUS OF PARTICIPANTS

Marital Status	Number of Respondents
Married	75
Single	9
Divorced	6
Widowed	10
Total	100

The employment status of the respondents was almost evenly divided, with fifty-three percent of the respondents being employed and forty-seven percent of the respondents being unemployed. The fifty-three respondents who were employed listed twenty-six occupations at which they were employed. Unemployed respondents either classified themselves as homemakers or retired. Table VIII contains the job titles of employed respondents, with the number of respondents in each job title. The most frequently occurring job title was secretary, with six respondents listing this as their occupation. Bookkeeper, nurses aid, and housecleaner

were the most frequently occurring job titles, with three respondents in each occupation.

Respondents were asked if they were seeking employment if they were unemployed or another type of employment if they were employed. Ten percent of the respondents were seeking employment or another type of employment, and ninety respondents, or ninety percent, were not seeking employment or another type of employment.

TABLE VIII
OCCUPATIONS OF STUDY PARTICIPANTS

Occupation	Number of Respondents
Secretary	6
Bookkeeper	3
Nurses Aid	3
Housecleaner	3
Sales Clerk	2
College Professor	2
Lab Technician	2
Loan Officer	1
Computer Operator	1
Licensed Practical Nurse	1
Bank Officer	1
Account Clerk	1
Model	1
Teaching Assistant	1
Administrative Secretary	1
Billing Clerk	1
Financial Assistant	1
Self Employed	1
Preschool Teacher	1
Court Bailiff	1
Beautician	1
Social Worker	1
Farmer	1
Would not Identify Employment	1
Total	100

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study was to identify the vocational education needs of adult women in the Indian Meridian Area Vocational-Technical School. It was necessary to incorporate the following objectives in order to deal with this purpose:

1. Determine the awareness of adult women in the Indian Meridian Area Vocational-Technical School District of existing vocational education programs at Indian Meridian Area Vocational- Technical School.
2. Find out how many women in the Indian Meridian Area Vocational-Technical School District are interested in new skill training or in upgrading their present level of skill.
3. Determine the factors or reasons why adult women in the Indian Meridian Area Vocational-Technical School District were interested in new skill training or in upgrading their present level of skill.
4. Identify specific vocational programs women in

the Indian Meridian Area Vocational-Technical School District need.

5. Determine the characteristics; e.g., age, employment status, educational background of the population to be served.

To meet these stated objectives, the literature was reviewed to find any previous research that would relate to the study. Methods of collecting data were also reviewed.

A total of one hundred thirty-three adult women were contacted by telephone. There was an overall response rate of seventy-five percent of the telephone calls. The survey instrument was made up of twelve questions which were categorized into three sections: awareness of the Indian Meridian Area Vocational-Technical School and of courses available there for adults, respondent's interest in obtaining vocational or skill training, and specific courses in which respondents were interested, and characteristics of the group being surveyed.

Findings and Conclusions

Based upon the data gathered in this study, it was determined that the majority of the adult women residing in the Indian Meridian Area Vocational-Technical School District are aware of the school. A majority of the study participants also had a good general awareness of the courses available for adults, and could name several of them which were offered for adults by the Indian Meridian Area Vocational-Technical School.

Thirty-two percent of the study participants were interested in vocational or skill training for a wide variety of jobs or skills. The

greatest demand for job training was in the licensed practical nursing program. The greatest demand for personal, home-related or avocational courses was in the area of arts and crafts. Photography and carpentry courses were also named as courses the respondents wanted, and five of the six women who desired these courses wanted them to improve a personal, home-related or avocational skill.

Respondents who wanted training to improve a job or to find a new job wanted the training in traditional female occupations, such as licensed practical nursing or secretarial fields. Many respondents wanted training in nontraditional areas such as carpentry, electronics, and auto tune-up, but they wanted to take these courses in order to improve a personal, home-related or avocational skill.

Seventy-five percent of the respondents had completed a high school education, and twenty-four percent had obtained one or more college degrees. There were sixteen respondents (sixteen percent) who had not completed a high school education. Ages of the respondents ranged from nineteen to eighty-eight years, with a mean age of forty-two and six-tenths years. The majority of the respondents were married ((seventy-five percent) and twenty-five percent were single, divorced or widowed.

A slight majority of the respondents were employed (fifty-three percent). The respondents were employed in twenty-six different occupations, ranging from college professor to housecleaner. The majority of the respondents held traditional female jobs, such as secretary, bookkeeper, nurses aid, housecleaner, and teacher. A small percentage (four percent) held jobs which were nontraditional for females, such

as farmer, loan officer, bank officer, and court bailiff.

Ten respondents were looking for another job or looking for work. Ninety respondents were not looking for employment or for another type of employment.

Recommendations

Upon completion of this study, the writer wishes to make the following recommendations:

1. A needs assessment of the communities being served by the Indian Meridian Area Vocational-Technical School should be conducted on a regular basis.
2. A further study should be made to determine whether differences exist between rural and urban women in the Indian Meridian Area Vocational-Technical School District.
3. Before the findings are put into effect, the planners of adult programs at Indian Meridian Area Vocational-Technical School should gather additional information in planning and implementing new programs.
4. If the adult education needs of women in the Indian Meridian Area Vocational-Technical School District are truly going to be met some consideration should be given to offering additional avocational type courses that would be of interest to them.

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APPENDIX A

SURVEY INSTRUMENT

FLOWCHART

Hello, my name is Regina Decker, and I'm a graduate student at O.S.U. For my master's thesis, I'm conducting a survey of women's needs in vocational education.

1. Are you willing to allow a few minutes of your time for an interview? Yes _____ No _____
2. Are you aware of the Indian Meridian Area Vocational-Technical School in Stillwater? Yes _____ No _____
3. Do you know what kinds of courses are available for adults? Yes _____ No _____
4. Could you tell me what courses are available for adults?
1. 2. 3. 4. 5. 6.
5. Are you interested in any type of vocational or skill training? Yes _____ No _____
6. What course or program are you interested in?
7. Are you interested in vocational or skill training to upgrade your present job (1) _____, to find a new job (2) _____, or to better a personal, home-related, or avocational skill (3) _____?
8. What is the highest grade or level of education you have completed?
9. In what year were you born?
10. Are you married (1) _____, single (2) _____, divorced (3) _____, or widowed (4) _____?
11. What is your employment status? (If employed, where?)
12. Are you seeking work if you are not employed, or another job if you are employed? Yes _____ No _____

Thank you for your time and answers. You have been very helpful.

Introduction and explanation of the study

- ↓
1. Are you willing to allow a few minutes of your time for a telephone interview?
 - Yes ↓
 - No → Thank you, Goodbye
 2. Are you aware of the Indian Meridian Area Vocational-Technical School in Stillwater?
 - Yes ↓
 - No ↓
 3. Do you know what kinds of courses are available for adults?
 - Yes ↓
 - No ↓
 4. Could you tell me what courses are available for adults?
 - Yes ↓
 5. Are you interested in any type of vocational or skill training?
 - Yes ↓
 - No ↓
 6. What program or course are you interested in?
 - ↓
 7. Are you interested in vocational or skill training to upgrade your present job, to find a new job, or to better a personal, home-related, or avocational skill?
 - ↓
 8. What is the highest grade or level of education you have completed?
 - ↓
 9. In what year were you born?
 - ↓
 10. Are you married, single, divorced, or widowed?
 - ↓
 11. What is your employment status? (If employed, where?)
 - ↓
 12. Are you seeking work if you are not employed, or another job if you are employed?
 - ↓

Thank you for your time and answers. You have been very helpful.

VITA ²

Margaret Regina Decker

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