

A STUDY OF GUIDANCE SERVICES RECEIVED
BY ADULT LEARNERS IN TWO OKLAHOMA
AREA VOCATIONAL-TECHNICAL SCHOOLS

By

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CHAPTER I

INTRODUCTION

The value of vocational-technical education to individuals and society is becoming widely recognized. With the growing acceptance of this type of education, there exists an increasing need to expand vocational-technical programs at all levels nationwide, but particularly in Oklahoma. Area vocational-technical schools, originally as conceived, were to make diverse vocational education offerings available to secondary students. In Oklahoma area vocational-technical schools have traditionally been used as a principal means of meeting the increased public interest in occupational adult education.

As greater efforts are made to meet the educational needs existing in society, particularly the occupational education needs of adults, corresponding increases in the amount of information needed to effectively comprehend the complex programs and program options that will emerge. The complexities of the system will require increased adult vocational guidance, as well as place greater demands on the individuals who serve in this role. According to Thoroman (1, p.189), the factors that will influence the demand for guidance services are the problems associated with higher standards of living, the ever increasing problems of inflation, automation, continuing education and training, the increasing number of women entering the labor market, the re-entry of senior citizens into the labor force,

and the great need to meet the problem of current unemployment, particularly among adults. Another factor, not mentioned by Thoroman is the myriad of agencies offering adult education services. The complexity of the educational network in occupational adult education will increasingly be a factor in the need for guidance services by adults.

Statement of the Problem

In comparison to the magnitude of the task, little is known regarding guidance services provided to adult learners. For example, what services are needed by adult learners? how can they be effectively provided? and who ought to be responsible for these services?

The purpose of this study was to determine the nature and perceived effectiveness of the guidance services received by adult learners enrolled in programs of occupational adult education in two Oklahoma area vocational-technical schools.

Definition of Terms

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

Guidance: Arbuckle, Peters and Farwell, (2, p. 40), and others have attempted to clarify the usage of the term by pointing out the distinctions implicit in the word "guidance" used as a concept (mental image), as an educational construct (intellectual synthesis), and as an educational service (actions taken to meet a demand). Conceptually, guidance denotes the utilization of a point of view in order to help an individual; as an educational construct, it refers

to the provision of experiences that help learners to understand themselves; and as a service, it refers to procedures and processes organized to achieve a helping relationship.

Guidance Services: the formalized actions taken by the school or institution to make guidance operational and available to learners. The guidance most frequently found in schools is organized around the following four services:

- (1) Educational: assistance in providing information and guidance in the selection of educational opportunities.
- (2) Personal-social: assistance in understanding oneself, one's abilities and one's interests.
- (3) Occupational: assistance in providing information and guidance in occupational choices.
- (4) Counseling: a guidance service designed to facilitate self-understanding and development through dyadic or small-group relationships. The major focus of such relationships tends to be upon personal development and decision-making that is based on self-understanding and knowledge of the environment.

Vocational counselor: a counselor who provides guidance services to adult learners, usually in an educational setting. In this study, vocational counselor is used synonymously with other titles (i.e., career counselor, adult counselor, or director of student personnel and services).

Andragogy: The art and science of helping adults learn.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to determine the nature and perceived effectiveness of the guidance services received by adult learners enrolled in programs of occupational adult education in two Oklahoma area vocational-technical schools. This chapter presents a review of selected published and unpublished materials related to the problem outlined in Chapter I. For review purposes, the area under study lends itself to the following organization: (1) The Role of the Vocational Counselor, (2) The Need for Guidance Counseling Services for Adult Learner, and (3) Assumptions of Andragogy and Their Technological Implications.

The Role of the Vocational Counselor

The first description of vocational counseling in this country is ascribed to Frank Parsons, who in 1909 wrote that vocational guidance counseling included:

...a clear understanding of yourself, your aptitudes, your abilities, interests, ambitions, resources, limitations and their causes; a knowledge of the requirements and conditions of success, advantages, compensations, opportunities and prospects in different lines of work, and true reasoning on the relations of these two groups of facts (3, p. 5).

For adult learners in higher education and post secondary education, the concept of vocational guidance counseling includes the process of helping an individual to understand the variety of

influences in his life that have led him to his present work and study role; to re-evaluate his work role in light of his more mature, realistic appreciation of his potentialities against the opportunities now available to him in a demanding, complex society; and to derive maximum personal satisfaction from his efforts (4, p. 151).

However, one cannot separate a counselee's vocational needs from his attitudes, feelings, and general personal adjustment. There are very few problems that are solely vocational in nature. The techniques used for personal counseling can be adapted to vocational guidance counseling. The content of counseling sessions with adult learners include their feelings about self, employer, and family; although the initial reason for scheduling the interview might well have been a need for vocational counseling. Continued interviews with adult learners reveal vocational and avocational interest: i.e., the kind of persons they would prefer to work with and why; their vocational objectives in light of their perceived abilities, interests and hobbies; and the barriers or conflicts that prevent the fulfillment of their vocational objectives. The associations evoked during interviewing relate not only to vocations, but also to personal involvement and personal needs which may sometimes have little to do with test results and occupational information (5, p. 63). According to Patterson, "...the essence of counseling is the relationship. It is not the use of the interview, of tests, of specific techniques, or the surroundings which constitute counseling" (6, p. 62).

The counselor might well consider the goal of job-satisfaction as one of the most important aspects of the vocational guidance counseling process, with educational preparation as a major develop-

mental phase toward the vocational or career goals of adult learners. However, the counselor must not lose sight of the fact that education has multiple functions, many of which transcend preparation for work by unveiling to the adult very rich intellectual and emotional experiences that exist outside of a work situation (8, p. 223).

Vocational counselors function in a wide variety of settings such as vocational-technical schools (secondary and post secondary), colleges and universities, community colleges, private agencies, and adult continuing education centers. Though they are an integral part of the total institution/agency staff and are members of the student service team, their major concern is with the normal development, needs, and concerns of learners. This is accomplished through the counseling relationship either individually or in groups. It also includes consultation with faculty, administrators, and other individuals and agencies in the community (7, p. 38).

It takes courage for a mature adult to seek advice from another adult. As courageous as he may appear, the adult fears change in the delving into his dreams and vocational aspirations. The vocational counselor's role then becomes one of helping the adult to perceive the basis for his fears and the very real obstructions they create in regard to the actualization of this plans, or to even developing plans and goals. The counselor knows that an adult's career choice has a tremendous influence on his life. To a very great extent it determines his social class, his dress, his hobbies, his goals and values, his politics, the geographic locale of his home, his physical and mental health, and his opinions and attitudes toward life itself (9, p. 10).

Vocational guidance counseling ought to also be based on a fundamental understanding of the effects job choice has on the family responsibilities of the adult learner. Having a spouse and several children dependent on one's earnings might well preclude immediate try-outs in new vocational areas, no matter what one's interests, abilities, and potentialities may be. Under these conditions, vocational counseling could result in or be extended to include family counseling.

Although a vocational counselor may anticipate the effects of various vocational restrictions on an adult's self-system, it is the adult learner himself who ultimately determines the direction of his vocational decision with such assistance as he is willing and able to accept from the counselor. The counselor, must in turn, respect the adult learner's decisions even though it differs from one he might suggest.

For adult learners to be well served, vocational counselors ought to be aware of the dynamics of change and increased complexity in our contemporary educational system. He should have an informed opinion as to whether society will continue to cling to rather well-defined educational and occupational values or whether it will have to modify and revise such values. Many of the adult learners who come to vocational counselors need up-to-date job skills, retaining or training for a new field of work, possibly because their old jobs have been or are being phased out. Vocational counselors must know the national occupational outlook and must have adequate knowledge of the resources of the local community (5, p. 68).

The duties of vocational counselors were studied by Smittle

(10, pp. 15-16). His analysis included three types of guidance counseling services, which Knowles (11, p. 131), also identifies and defines as follows:

- (1) Educational Counseling. Assistance in providing information and guidance in the selection of educational opportunities.
- (2) Personal-social Counseling: Assistance in understanding oneself, one's abilities and one's interests.
- (3) Occupational Counseling: Assistance in providing information and guidance in occupational choices.

Since much of vocational education is federally funded, financial assistance available to adult learners is an area of concern to counselors in occupational adult education. In a study by Londoner (12, p. 18), the importance of education to adult learners receiving stipends was investigated. It was found that agency-paid adult learners were more likely to rate the educational goals higher in importance than self-paid students. This finding is contradictory to the popularly held belief of adult secondary school staff that agency paid students do not hold these educational goals high in importance.

Another aspect of vocational guidance counseling calls for an insight of how adults are "guided" prior to actual enrollment in occupational adult classes. According to the Buchanan and Barksdale's study (13, p. 34), in marketing concepts, a variety of communication methods: direct mail, magazines, newspaper, personal visitation, radio, television, posters, and word-of-mouth were used to inform the public of service offers. The returns indicate that most schools were following similar distribution channels, which is the method used to collect data regarding information received about occupational adult

education opportunities.

Factors, or sources of information which influenced students to enroll in post secondary technical education programs in Oklahoma were studied by Brooks (14, p. 56). The purpose of his study was to analyze factors which influenced post secondary technical education students in Oklahoma to choose a particular technical occupation training program. It did not include night students in the area vocational-technical schools, post secondary programs. An analysis of the data indicated that certain factors do have a greater influence than others on students' decisions to enter post-secondary technical education programs. The factors deemed most important related to the occupation itself--job opportunities, rate of pay, and upward mobility.

The Need for Vocational Counseling and Guidance for Adult Learners

Among the more significant developments in education in the United States in recent years has been the growth of various post-secondary programs of less than baccalaureate degree level designed to meet the occupational education needs of adults. It has been projected that by 1980 a college education will be necessary for only about 20 percent of all jobs and that technical education beyond high school will be sufficient for about 25 percent of all jobs. If these projections are true, the traditional academic stress of our secondary school system renders little service to the remaining 55 percent for whom a high school education may be terminal (15, p. 28). The increasing availability of variable length post secondary occupational programs should make it possible to more realistically deal with the

varying desires and capacities of adult learners, as well as providing individuals with skills and knowledge in demand in the labor force (16, p.239).

The impact of education upon an individual depends upon the effectiveness and the wisdom with which he isolates his life purposes and goals. Several studies have attempted to identify guidance counseling services that ought to be made available to adult learners. In July, 1970, the State Board for Vocational and Technical Education, in discussing the role of vocational and technical education in Oklahoma during the 1970's, also dealt with the issue of occupational adult education. The Division of Research, Planning, and Evaluation was requested to determine the direction occupational adult training should take to most effectively serve Oklahoma in the decade ahead. Several of the factors related to vocational guidance services were in the upper quartile of this study, i.e., the placement of vocational and technical trainees, orientation to employment, and quantitative and qualitative guidance services offered adult learners (17, p. 41).

In Vocational and Technical Education 1974, (18, p. 5), The Oklahoma State Department of Vocational and Technical Education expresses the following concerns in regard to guidance counseling services for adults:

1. Approximately 11,000 students leave high school each year without receiving diplomas.
2. Approximately 15,240 students leave college and universities annually without receiving a degree.
3. Approximately 66 percent of all secondary students are not

receiving vocational and technical education training at the present time.

4. Eighty-two percent of the jobs in the United States do not require a college degree.
5. There are approximately 55,100 adults presently unemployed in Oklahoma.
6. There are approximately 446,000 handicapped individuals in Oklahoma.
7. There are approximately 9,300 unemployed disadvantaged adults.
8. There are approximately 139,700 persons designated as poor.
9. Industry has indicated that approximately 333,000 individuals need some type of skills upgrading training each year in Oklahoma.

Clearly, the need for guidance services on the part of many potential adult learners is increasing. The need for educational and occupational counseling is particularly pronounced. While occupational or educational counseling is not the total answer to the problems or issues that have been raised, increasingly they are being looked to as potentially effective parts of the "cure."

Assumptions of Andragogy and their

Technological Implications

The concept of andragogy, developed by Knowles, has important implications for the way in which guidance services are provided for the adult learner. Andragogy is premised on at least four crucial assumptions about the characteristics of adult learners that are

different from the assumptions about child learners on which pedagogy is traditionally premised. These assumptions are as follows:

That as a person matures, (1) his self-concept moves from one of being a dependent personality toward one of being a self-directing human being; (2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning; (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and according to his orientation towards learning shifts from one of subject-centeredness to one of problem-centeredness (11, p. 39).

Because the adult in post secondary and higher education settings differ in a number of ways from the student in the normal college-age range, his educational problems also differ. For example, as a mature individual, the adult learner is expected to be able to provide for most of their needs--including guidance and counseling. Because of his or her "wealth" of life experiences, the adult learner is expected to be able to draw upon past experiences, utilizing them to deal with contemporary issues and needs. As a vocational counselor, it is essential to recognize some possible important differences in adult learners i.e., poor educational background, inadequate study skills, lack of confidence, unrealistic expectations, and improper orientation to the post secondary or higher education setting and process (5, p. 44).

CHAPTER III

METHODOLOGY

The purpose of this study was to determine the nature and perceived effectiveness of the guidance services received by adult learners enrolled in programs of occupational adult education in two Oklahoma area vocational-technical schools.

This chapter describes the methodology used to investigate the stated research questions and is organized as follows: (1) Research Questions, (2) Study Population, (3) Limitations, (4) Development of the Instrument, (5) Description of the Instrument, (6) Data Collection, and (7) Data Analysis.

Research Questions

The Following research questions were formulated to provide a focus for the systematic investigation of the nature and perceived effectiveness of guidance services received by individuals enrolled in occupational adult education classes in two Oklahoma area vocational-technical schools:

- Q₁: What selected factors influence the decision of adult learners to enroll in occupational adult education?
- Q₂: What is the nature and number of guidance counseling services reported to have been received by adult learners?

Q₃: What are the ratings of educational counseling services received by adult learners?

Q₄: What are the ratings of personal-social counseling services received by adult learners?

Q₅: What are the ratings of occupational counseling services received by adult learners?

Each of the preceding questions was further analyzed by grouping respondents according to school, age, sex, ethnic background, educational attainment, and course.

Study Population

Participants in this study were adults enrolled in occupational adult education classes offered by two Oklahoma area vocational-technical schools: Gordon Cooper Area Vocational-Technical School in Shawnee and Central Oklahoma Area Vocational-Technical School in Drumright. These two schools were selected primarily because both have a very fine reputation in occupational adult education and make concerted effort to provide adults with the type of guidance counseling services being investigated in this study. Since the purpose of this study was to determine the nature and perceived effectiveness of the guidance services received by adult learners enrolled in programs of occupational adult education in two Oklahoma area vocational-technical schools, it was felt these two schools would provide the type of information required to fully respond to the research questions posed in this study. Both of these schools included in this study are considered to have occupational adult education that are among the best in Oklahoma and expressed an

interest and willingness to participate.

No effort was made to obtain a representative sample of adult learners in Oklahoma area vocational technical schools, or to randomly select adults from the two participating schools. Intact classes were used when possible. Participants in this study consisted of 124 adult learners enrolled in ten occupational courses: practical nursing, business and office practice, millwright, data processing, auto mechanics, health occupations, accounting, welding, truck driving, and heavy equipment.

Limitations

(1) The two schools, and the individuals in these two schools, were non-randomly selected.

(2) There were basic differences in the background characteristics of the respondents from these two schools. For example, 76% of the participants from Gordon Cooper Area Vocational-Technical School were female compared to 37% from Oklahoma Central Area Vocational-Technical School.

(3) Some respondents may have had difficulty interpreting the guidance services in the adult questionnaire.

Development of the Instrument

A preliminary draft of the instrument used in this study was developed from other similar instruments which appeared in the literature, Smittle (10), Londoner (12), and the Buchanan and Barksdale (13) study, and from an analysis of the research questions to be investigated. The draft instrument was then submitted to reviewers, with

expertise in various areas included in this research, for suggestions and refinement. University faculty members, adult education administrators, and practitioners were used as consultants in the review and refinement process.

In the area of occupational and adult education, the instrument was reviewed by Dr. Don Phillips and Dr. Wayne Lockwood. Dr. Harold Skinner and Mrs. Betty Strickler, practitioners; and Mr. Dale Hughey and Mr. John Talbott, administrators from the Oklahoma State Department of Vocational-Technical Education were consulted in the review and refinement process.

The suggestions from these individuals were incorporated into a second draft of the instrument that was again submitted to some, but not all of the previously identified individuals. Only minor changes resulted from the second review of the instrument. A copy of the instrument as it was used in this study is contained in Appendix A.

Description of the Instrument

The instrument, or adult questionnaire (see Appendix A), contains three major parts. Part I requests descriptive data regarding the background of the respondent. Included in the requested data was the name of the school in which currently enrolled, age, sex, ethnic background, educational attainment, and course in which enrolled. These variables were requested because of their potential for placing the information from the other parts of the instrument into the perspective of the respondents' background and could also be used as a basis for making comparisons among the responses obtained in this study.

Listed in Part II are potential sources of information about occupational adult education, some of which may have been factors in respondents finding out about educational opportunities. It was felt that these categories would provide insight with regard to how adults are "guided" prior to actual enrollment in adult classes. Some of the sources listed were selected from a marketing concepts study by Buchanan (13). Others were identified from the communication methods used by the area vocational-technical schools used in this study.

Respondents were asked to indicate each of the statistical sources of information that had made them aware of the occupational educational course or program in which they were currently enrolled. Further, they were then able to rate, on a five-point scale, how influential each of the sources identified were in their actually enrolling in an occupational adult education course or program.

Part III of the questionnaire dealt directly with the nature and the rated effectiveness of guidance services received by respondents in this study. Guidance services received by adult learners were placed in three major areas as follows: Section I, Educational Counseling Services; Section II, Personal-Social Counseling Services; and Section III, Occupational Counseling services. Respondents were asked to indicate which of the guidance services listed in each section of the questionnaire they received, and to indicate whether it was received prior to or after enrollment. Further, they were asked to rate on a five-point scale, the importance of each guidance service received.

Data Collection

Before the subjects were contacted, approval for conducting the study in the selected Oklahoma area vocational-technical schools was secured from Mr. Dale A. Hughey, Assistance State Director of Area Vocational-Technical Schools. A cover letter signed by Mr. Hughey indicating his approval of the study and a request to use adults from each school as study participants (see Appendix B) and a copy of the study instrument were mailed to Mr. John Hopper, Superintendent of Central Oklahoma Area Vocational-Technical School in Drumright and to Dr. John Bruton, Superintendent of Gordon Cooper Area Vocational-Technical School in Shawnee. Both schools agreed to take part in the study and provided assistance in collecting the data.

The adult questionnaire was administered to the 124 adult learners (62 from each school) by either the investigator or by the vocational counselor in the respective school. Whenever possible, intact classes were surveyed. One advantage of administering the questionnaire to intact classes was that each group could be surveyed at approximately the same time, thus reducing the overall time required of questionnaire administrators. Additionally, the response rate is much higher under this type of administrative procedure. Data collection required one day at each school and was completed during the early part of the spring 1975 semester. Individuals asked to complete the questionnaire responded willingly for the exception of one respondent who did not respond to any of the items listed in the questionnaire.

Data Analysis

Descriptive statistics were used to analyze the data collected. The analysis of the study data was based on the five research questions that served as the focus for this investigation. Information from the survey instrument was transferred to computer data cards for analysis.

The Statistical Package for the Social Sciences (SPSS), available through the Oklahoma State University Computer Center, was used for statistical descriptive and statistical analysis of the data collected in this study.

Means, frequencies, and percentages were used to describe respondents and to analyze their responses to the various parts of the research instrument. Chi-square was used to statistically analyze comparisons between participant responses, with participants grouped according to the background data supplied in Part I of the research instrument.

In analyzing the Chi-square computation it was necessary to collapse the five-point scale to a three-point scale in order to avoid zero cells in the Chi-square analysis which would cause distortion of the results.

CHAPTER IV

RESULTS OF THE STUDY

It was the purpose of this study to determine the nature and perceived effectiveness of the guidance services received by adult learners enrolled in programs of occupational adult education in two Oklahoma area vocational-technical schools.

For the purpose of presenting the results from the study, this chapter is divided into four main sections: (1) Research Questions, (2) Study Participants, (3) Factors that Influenced Respondents to Enroll in Occupational Adult Education, and (4) Results from the Analysis of Guidance Counseling Services Received by Study Participants.

Research Questions

The following research questions were formulated to provide a focus for the systematic investigation of the nature and perceived effectiveness of guidance services received by individuals enrolled in occupational adult education classes in two Oklahoma area vocational-technical schools:

- Q₁: What selected factors influence the decision of adult learners to enroll in occupational education?
- Q₂: What is the nature and number of guidance counseling services reported to have been received by adult learners?

Q₃: What are the ratings of educational counseling services received by adult learners?

Q₄: What are the ratings of personal-social counseling services received by adult learners?

Q₅: What are the ratings of occupational counseling services received by adult learners?

Each of the preceding questions was further analyzed by grouping respondents according to school, age, sex, ethnic background, educational attainment, and course.

Study Participants

There were 124 adult respondents to the research instrument, 62 from each of the two participating area vocational-technical schools. Table I contains distributions of respondents by age.

TABLE I
DISTRIBUTION OF RESPONDENTS BY AGE

Age	Central Tech AVTS		Gordon Cooper AVTS	
	Number	Percent	Number	Percent
25 Years or Under	27	44	19	30
26 to 50 Years	33	53	41	67
Over 50 Years	2	3	2	3
Total	62	100	62	100

$$X^2 = 4.18 \quad p = >.1$$

The ages of the study participants ranged from 17 to 57 with a mean age of 30.4 years. There were 46 respondents in the 25 years or less group, 74 in the 26-50 years age group, and 4 in the over 50 years age group. The Chi-square test reflects no statistically significant difference in age comparisons in the two schools.

Table II contains distribution of respondents by sex. A Chi-square test was run on the sex difference between the two schools. This resulted in statistically significant differences as is indicated in the following Table:

TABLE II
DISTRIBUTION OF RESPONDENTS BY SEX

Sex	Central Tech AVTS		Gordon Cooper AVTS	
	Number	Percent	Number	Percent
Male	39	63	74	82
Female	23	37	47	76
Total	62	100	62	100

$$\chi^2 = 18.88 \quad p = < .01$$

Table III presents the distribution of respondents by ethnic background. Of the 124 adult learners surveyed, 103 were white, 9 black, 11 American Indian, and one a foreign adult learner. No statistically significant difference resulted in the Chi-square test.

TABLE III
DISTRIBUTION OF RESPONDENTS BY ETHNIC BACKGROUND

Ethnic Background	Central Tech AVTS		Gordon Cooper AVTS	
	Number	Percent	Number	Percent
White	55	89	48	75
Non-white	7	11	14	25
Black		2		9
American Indian		5		4
Spanish Surname		0		0
Other		0		1
Total	62	100	62	100

$$\chi^2 = 2.99 \quad p \Rightarrow .10$$

Table IV contains the distribution of respondents by educational attainment. The educational attainment of these individuals varied from a minimum of two years of formal school to college graduates. The mean educational attainment was 11.5 years of formal education. The analyses completed in other parts of this study made the grouping of respondents according to educational attainment essential. Therefore, study participants were divided into three groups: those with less than 12 years of formal education, those completing 12 years of formal education and those with more than 12 years of formal education. There were 35, 80, and 9 participants respectively in these groups. No statistically significant differences resulted when a Chi-square test of comparisons between educational attainment of the two participating schools was run.

TABLE IV
DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL
ATTAINMENT

Educational Attainment	Central Tech AVTS		Gordon Cooper AVTS	
	Number	Percent	Number	Percent
Below 12th Grade	20	32	15	24
12th Grade	37	60	43	70
Over 12th Grade	5	8	4	6
Total	62	100	62	100

$$\chi^2 = 2.42 \quad p \rightarrow .10$$

Study participants were drawn from the following courses: practical nursing, business and office practice, millright, data processing, auto mechanics, health occupations, accounting, welding, truck driving, and heavy equipment. Business and office practice was the only course containing respondents from both participating schools. Because of the difference in the enrollments and respondents in each course, it was necessary to limit the analyses of data involving courses to those containing at least nine or more respondents. Therefore, in comparisons where course was one variable, only practical nursing (33 respondents), business and office practice (31 respondents), millright (13 respondents), truck driving (15 respondents), and heavy equipment (13 respondents) were included.

Factors that Influenced Respondents to
Enroll in Occupational Adult Education

Part II of the questionnaire listed seven different ways in which adults might find out about educational opportunities. It was felt that these categories would provide insight with regard to how adults are "guided" prior to actual enrollment in adult classes. An eighth category, "others," was included so that respondents could identify additional methods that might have influenced them. The eight factors are listed in Table V in descending order from the one most often cited as being influential on the decision by respondents to enroll in a specific occupational adult training course to the one least often cited.

As indicated in Table V, "word of mouth" was the influential factor most frequently selected by respondents as having affected their decision to enroll in a given adult training course. In fact, 94 respondents identified this factor as having influenced them to some extent. This was more than double the number of respondents checking any other item. Fifth in rank was "others," a free response category that permitted respondents to identify factors influential in their decision to participate in occupational adult education that were not previously listed. Some of the sources of influence cited were: personal interest, up-grade present job, employer's recommendations, and influence on the respondent's decision to enroll in occupational adult education. The factors listed in Table V were used to provide information regarding the following research question:

TABLE V

RANKING OF FACTORS THAT INFLUENCED RESPONDENTS TO ENROLL
IN OCCUPATIONAL ADULT EDUCATION COURSES

Factors	Absolute Frequency	Percentage of Res- pondents Rating this Factor
Word of Mouth (i.e., employ- ment agencies, friends)	94	75.8
Personal visitations/ appearances	42	33.9
Newspapers	38	30.6
Posters and "take one" materials	26	21.0
Others (i.e., instructor, personal interest, upgrade present job)	23	18.5
Government agencies	22	17.7
Direct Mail	19	15.3
Radio-TV	18	14.5

Q₁: What selected factors influence the decision of adult learners to enroll in occupational adult education?

Chi-square was used to compare school, sex, age, ethnic background, educational attainment, and course with the ratings of each of the eight factors by respondents. The number of factors identified as having being influential in the decision to participate in occupational adult education were computed for each respondent and compared to the previous items of information. The results of the Chi-square analysis are presented in Table VI.

The summary of Chi-square comparisons contained in Table VI is based on those respondents rating a given factor as having been influential. Included in this analysis was the total number of factors rated by each respondent.

Using school as one variable, Chi-square was used to analyze respondent ratings of the eight influential factors listed in the questionnaire, as well as the number of factors rated by each respondent. Three statistically significant differences were obtained from comparisons involving school and each of the following factors: newspaper ($p = .075$), government agencies ($p = .054$), and other ($p = .017$). Approximately 30 percent of all respondents rated newspapers as having influenced their decision to enroll in occupational adult education. The other two items were rated by approximately 18 percent of the respondents. The respondents from Gordon Cooper AVTS rated all three factors as being much more influential in their decision to participate in occupational adult education than did those from Central Tech AVTS.

A similar analysis was conducted using sex as one variable and

TABLE VI

SUMMARY OF CHI SQUARE COMPARISONS BETWEEN RATINGS OF FACTORS
INFLUENCING ENROLLMENT IN OCCUPATIONAL ADULT
EDUCATION OBTAINED FROM AND SELECTED
INFORMATION ON STUDY PARTICIPANTS

Influential Factors	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Direct Mail	3.779 p=.151	4.984 p=.083**	1.719 p=.787	1.380 p=.502	1.644 p=.440	7.167 p=.306
Newspaper	5.174 p=.075*	2.830 p=.243	3.301 p=.509	7.474 p=.024**	3.821 p=.431	7.029 p=.318
Personal visitations/ appearances	1.463 p=.481	2.195 p=.335	13.240 p=.010**	.258 p=.879	1.895 p=.755	10.672 p=.099**
Radio and TV	2.197 p=.333	.090 p=.956	5.671 p=.225	5.040 p=.081*	7.250 p=.123	10.111 p=.120
Posters "Take one" Materials	1.325 p=.515	4.784 p=.092*	10.744 p=.030**	.840 p=.657	1.418 p=.492	6.779 p=.342
Word of Mouth (Employment agencies, friends, etc.)	.106 p=.949	3.101 p=.212	1.903 p=.755	4.587 p=.1009	1.157 p=.885	5.292 p=.507
Government Agencies	5.824 p=.054*	2.919 p=.232	7.732 p=.102	.885 p=.642	7.897 p=.095*	8.550 p=.201
Others	8.182 p=.017**	3.192 p=.203	2.701 p=.609	.583 p=.747	1.043 p=.903	9.410 p=.152
Number of factors rated by each respondent	6.575 p=.474	9.898 p=.194	11.670 p=.633	8.999 p=.333	13.441 p=.492	20.300 p=.502
Significance of reported Chi-squares *p < .10 **p < .05						

comparing it with the eight factors and the number of factors rated by each respondent. Two statistically significant Chi-squares resulted. Female respondents identified direct mail ($p = .083$) as being more influential in their decision to participate in occupational adult education than male respondents. However, for posters "take-one" materials ($p = .092$), the reverse was true. Male respondents tended to rate this factor as a greater source of influence in their decision to participate in occupational adult education than did female respondents.

Two statistically significant Chi-squares resulted from using age as one variable for comparison with respondent ratings of the selected influential factors. Personal visitations/appearances ($p = .010$) and posters "take-one" materials ($p = .030$) were rated as being more influential in the decision to participate in occupational adult education by respondents in the under 25-years age group than for respondents in the 26-50 years age group or the over 50 years age group.

Using ethnic background as one variable, two statistically significant Chi-squares resulted from comparisons with respondent ratings of the selected influential factors. Statistically significant Chi-squares were obtained from comparisons involving newspaper ($p = .010$) and posters "take-one" materials ($p = .081$). White respondents rated these two factors as being more influential in their decisions to participate in occupational adult education than did non-whites. Approximately 25 percent of all respondents rated each factor.

When respondent ratings of the eight selected influential

factors were compared with educational attainment, one statistically significant Chi-square ($p = .099$) resulted. The comparison with information provided by government agencies revealed that respondents in the middle education group (12th grade attainment) rated this factor as being more influential in their decision to enroll in occupational adult education. Approximately 17 percent of all respondents rated this factor.

Another analysis of the comparisons between respondent rating of the eight selected factors and the course in which they were enrolled resulted in one statistically significant Chi-square ($p = .099$). The comparisons involving personal visitations/appearances was rated by respondents from courses in practical nursing and business and office practice as being more influential in their decision to participate in occupational adult education than did respondents from other courses used in this comparisons (i.e., truck driving, millright, and heavy equipment) as these were the only courses surveyed containing 9 or more adult learners.

Results from the Analysis of Guidance Services

Received by Study Participants

Part III of the questionnaire dealt directly with the nature and the rated effectiveness of vocational guidance services received by respondents in this study. Guidance services received by adult learners in occupational adult education have been placed in three major areas as follows: Section I, Educational Counseling Services; Section II, Personal-social Counseling Services; and Section III, Occupational Counseling Services. This information was used to

answer the following research question:

Q₂: What is the nature and number of guidance counseling services reported to have received by adult learners?

Analysis of Educational Counseling Services

Respondents were asked to indicate whether or not they had received each service listed in each section of the questionnaire (i.e., educational, personal-social, and occupational counseling services). The number of respondents receiving each service was computed and ranked within each section.

Since collapsed scales were used throughout the other parts of the analyses, for the sake of consistency, they were used in this analysis as well. The rate of importance in the collapsed scales is based on a maximum rating of 3.0, and is as follows: 3.0 - very important; 2.0 - moderately important; and 1.0 - slightly important. The mean of these ratings was ranked within each section.

A summary of respondent ratings of educational counseling services including the mean response, mean ranking, number receiving each service and numerical ranking is presented in Table VII.

With the exception of item seven in Table VII, there is very close agreement between the number of respondents indicating they received a given service and the importance they assign that service. For example, communication regarding counseling and guidance services available (Item 2) ranked number one in the number of respondents indicating they had received this service, and number two in the mean ranking of importance. Guidance regarding the availability of adult basic education received the number one mean ranking; however, it was

TABLE VII
SUMMARY OF RESPONDENT RATINGS OF EDUCATIONAL COUNSELING
SERVICES RECEIVED IN ADULT EDUCATION
ON STUDY PARTICIPANTS

SERVICES	IMPORTANCE OF SERVICE			SERVICES RECEIVED	
	VERY IMPOR- TANT 3	MODER- ATELY IMPOR- TANT 2	SLIGHT- LY IMPOR- TANT 1	MEAN RANK	NUMBER RANK
Communication regarding counseling and guidance services available	59	17	3	2.709	2
Communication regarding total student services available	55	13	4	2.708	3
Counseling relating to your previous school records or interpretation of test results	40	20	12	2.389	6
Tests for educational skill (Examples: Metropolitan Achievement, Stanford, Iowa, SRA, or California Achievement Test)	35	17	8	2.450	5
Aptitude test (Examples: Artistic, Scientific, Manipulative, Musical, Clerical)	46	20	6	2.556	4
Vocational Inventories Test (Examples: Strong Vocational Interest Blank for Man, Cleetion Voc., Brainard Occup. Pref. Record, Kuder Pref. Record)	9	13	7	2.069	7
Informed of the availability of adult basic education	50	10	3	2.746	1

number five in the number ranking. Vocational inventories tests rated number seven in both rankings.

Respondents were asked to indicate whether educational counseling services were received before, after, or both before and after enrollment in a given course. A summary of Chi-square comparisons of when these services were received with selected information on study respondents is presented in Table VIII. Only those respondents indicating when a given service was received were included in this analysis.

As shown in Table VIII, no statistically significant Chi-squares resulted from these comparisons.

Respondents were also asked to rate the importance of educational counseling services received. A summary of Chi-square comparisons between ratings of the importance of these services with selected information on study participants is presented in Table IX. This information was used to answer the following research question:

Q₃: What are the ratings of educational counseling services received by adult learners?

Of the 42 Chi-square tests summarized in Table IX, 15 resulted in statistically significant Chi-squares. Using school as one variable, four of these comparisons resulted in statistically significant Chi-squares. When respondents were grouped according to school and their ratings of comparisons regarding communications about counseling and guidance services available were compared, a statistically significant Chi-square ($p = .071$) resulted. The number of respondents indicating as having received this service was equally divided between the two schools. However, respondents from

TABLE VIII

SUMMARY OF CHI SQUARE COMPARISONS WHEN EDUCATIONAL
COUNSELING SERVICES IN ADULT EDUCATION
ARE RECEIVED AND SELECTED INFORMATION
ON STUDY PARTICIPANTS

Services	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Communication regarding counseling and guidance services available	.079 p=.512	.207 p=.649	.631 p=.730	.282 p=.867	.687 p=.710	3.270 p=.352
Communication regarding student services avail- able	.001 p=.978	.017 p=.891	1.827 p=.401	.022 p=.883	.407 p=.816	4.543 p=.209
Counseling relating to pre- vious school records	NC	NC	NC	NC	NC	NC
Test for educational skill	NC	NC	NC	NC	NC	NC
Aptitude test	NC	NC	NC	NC	NC	NC
Vocational Inventories Test	NC	NC	NC	NC	NC	NC
Informed of the availability of adult basic educ.	.085 p=.771	.520 p=.471	.631 p=.730	.566 p=.452	.568 p=.753	2.130 p=.546

Significance of Reported Chi-squares

NC: Co Calculations

TABLE IX

SUMMARY OF CHI SQUARE COMPARISONS BETWEEN RATINGS OF THE
IMPORTANCE OF EDUCATIONAL COUNSELING SERVICES
IN ADULT EDUCATION AND SELECTED INFORMATION
ON STUDY PARTICIPANTS

Services	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Communication regarding counseling and guidance services available	5.290 p=.071*	10.985 p=.004***	2.094 p=.718	1.192 p=.551	.477 p=.242	7.281 p=.296
Communication regarding student services available	2.033 p=.362	7.316 p=.026**	2.148 p=.709	.226 p=.893	4.702 p=.319	11.326 p=.079*
Counseling relating to previous school records	11.520 p=.003***	9.476 p=.009***	3.202 p=.525	1.371 p=.504	7.170 p=.127	10.732 p=.097*
Tests for educational skill	4.966 p=.084*	18.319 p=.000***	4.883 p=.300	1.150 p=.562	1.606 p=.808	15.012 p=.020**
Aptitude tests	10.477 p=.005***	4.191 p=.123	5.617 p=.230	3.990 p=.136	3.308 p=.508	11.516 p=.074*
Vocational Inventories tests	4.537 p=.104	3.872 p=.144	8.979 p=.062*	3.448 p=.178	4.404 p=.354	3.020 p=.806
Informed of the availability of adult basic education	.096 p=.953	6.272 p=.040**	1.832 p=.767	1.042 p=.594	4.563 p=.335	.578 p=.472
Significance of Reported Chi-square						
		*p < .10	**p < .05	***p < .01		

Gordon Cooper AVTS rated this service as being of more importance to them than did respondents from Central Tech AVTS.

Three other comparisons, with respondents grouped according to school, resulted in statistically significant Chi-squares. Statistically significant Chi-squares resulted between ratings of counseling relating to previous school records ($p = .003$), tests for educational skill ($p = .084$), and aptitude tests ($p = .005$). Respondents from Gordon Cooper AVTS rated these services as being more important to them than did respondents from Central Tech AVTS.

Similar analyses were completed using sex as one variable. Five statistically significant Chi-square resulted. When respondents were grouped according to sex and their ratings of communication regarding counseling and guidance services available were compared, a statistically significant Chi-square ($p = .004$) resulted. Approximately 62 percent of the male respondents and 65 percent of the female respondents received this service. However, female respondents rated this service as being of more importance to them than did male respondents.

Grouping respondents according to sex, the comparisons between communication regarding student services available resulted in a statistically significant Chi-square ($p = .026$). Sixty-three percent of the male respondents indicated they received this service compared to 54 percent of the female respondents. Again, female respondents rated it as being of greater importance to them than did male respondents. The other two statistically significant Chi-squares obtained from grouping respondents according to sex involved guidance related to previous records ($p = .009$) and tests for educational

skill ($p = .000$). Female respondents appeared to have received these services more often than male respondents and rated them as being more important than did male respondents.

Grouping respondents according to sex, the comparisons between ratings of availability of adult basic education resulted in a statistically significant Chi-square ($p = .040$). While male respondents appeared to have received this service most frequently, the females who did receive this service tended to view it as being of greater importance to them than did male respondents.

Using course as one variable, four comparisons resulted in statistically significant Chi-squares. When respondents were grouped according to course, comparisons between communication regarding students services available ($p = .079$); guidance relating to previous school records ($p = .097$); tests for educational skill ($p = .020$); and aptitude tests ($p = .074$), resulted in statistically significant Chi-squares. Respondents from practical nursing view the services listed here as being of greater importance to them than did respondents enrolled in business and office practice, millright, truck driving, and heavy equipment courses. As indicated earlier in the study, only courses consisting of nine or more respondents were used in the course analyses.

Analysis of Personal-social Counseling Services

A summary of respondent ratings of personal-social counseling services including the mean response, mean ranking, number receiving each service and numerical ranking is presented in Table X.

TABLE X
SUMMARY OF RESPONDENT RATINGS OF PERSONAL-SOCIAL COUNSELING
SERVICES RECEIVED IN ADULT EDUCATION
ON STUDY PARTICIPANTS

SERVICES	IMPORTANCE OF SERVICES			SERVICES RECEIVED	
	VERY IMPOR- TANT 3	MODER- ATELY IMPOR- TANT 2	SLIGHT- LY IMPOR- TANT 1	MEAN RANK	NUMBER RANK
Counseling regarding self-concept (physically and intellectually and interpersonal relations)	28	19	5	2.442	52 4
Counseling regarding financial opportunities (work study, loans, federal funded agencies)	57	14	2	2.753	73 1
Counseling regarding personal problems	39	11	8	2.534	58 3
Counseling regarding the availability of referral sources to specific agencies	33	12	2	2.660	47 5
Counseling regarding academic probation, study habits, achievement problems, attendance policies	46	16	5	2.612	67 2

A consistent pattern of rankings by mean and number of respondents receiving this type of services resulted in Table X. Counseling regarding financial opportunities was ranked number one in both analyses. Counseling regarding academic matters (i.e., study habits, attendance, achievement), personal problems, and self concept were one rank higher according to the number reporting as having received this service compared to the mean rating of its importance. However, counseling regarding the availability of referral sources to specific agencies resulted in a mean ranking of two compared to five in the ranking according to number of respondents receiving this service.

In this section of the questionnaire, respondents were instructed to indicate whether personal social counseling services were received before, after, or both before and after enrollment in a specific training course. A summary of Chi-square comparisons of when services were received with selected information on study participants is presented in Table XI. Only those respondents indicating when a given service was received were included in this part of the analysis.

Only one statistically significant Chi-square resulted from the comparisons summarized in Table XI. When respondents were grouped according to the course in which they were enrolled and their ratings of guidance regarding availability of referral sources were compared a statistically significant Chi-square ($p = .006$) resulted. Respondents in practical nursing were more likely to have received this service before enrollment than were respondents enrolled in other courses contained in the study.

TABLE XI

SUMMARY OF CHI SQUARE COMPARISONS WHEN PERSONAL-SOCIAL
COUNSELING SERVICES ARE RECEIVED IN ADULT
EDUCATION AND SELECTED INFORMATION
ON STUDY PARTICIPANTS

Services	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Counseling regarding self-concept	NC	NC	NC	NC	NC	NC
Counseling regarding finan- cial opportunities	.453 p=.501	.202 p=.653	.816 p=.785	.075 p=.785	5.085 p=.079	NC
Counseling regarding personal problems	NC	NC	NC	NC	NC	NC
Counseling regarding avail- ability of referral sources	.415 p=.519	.230 p=.632	4.443 p=.108	.003 p=.950	3.085 p=.214	12.480 p=.006***
Counseling regarding academic probation, study habits, achievement problems, and attendance policies	.007 p=.932	.118 p=.732	1.383 p=.501	.659 p=.417	.447 p=.800	1.021 p=.796

Significance of Reported Chi-squares

*** p < .01; NC: Not Calculated

The importance of each personal-social counseling service received was also rated by the respondents. A summary of Chi-square comparisons between rating of the importance of these services with selected information on study respondents is presented in Table XII. This data was used to answer the following research question:

Q₄: What are the ratings of personal-social counseling services received by adult learners?

Of the 30 Chi-square tests summarized in Table XII, 10 resulted in statistically significant Chi-squares. When respondents were grouped according to school, three comparisons resulted in statistically significant Chi-squares between ratings of guidance regarding financial opportunities, personal problems, and guidance regarding availability of referral sources. The probability associated with the Chi-squares for these services were .008, .026, and .024 respectively. Approximately the same number of respondents from each school received these services. However, respondents from Gordon Cooper AVTS rated these services as being of greater importance to them than did the respondents from Central Tech AVTS.

Three statistically significant Chi-squares resulted when respondents were grouped according to sex. Comparisons between ratings involving counseling regarding personal problems, Chi-square ($p = .006$); guidance regarding availability of referral sources, Chi-square ($p = .071$); and guidance regarding academic probation, study habits, and attendance policies, Chi-square ($p = .080$) resulted in statistically significant Chi-squares. More female respondents indicated they had received these three services and rated them as being of greater importance than did male respondents.

TABLE XII

SUMMARY OF CHI SQUARE COMPARISONS BETWEEN RATINGS OF THE IMPORTANCE
OF PERSONAL-SOCIAL COUNSELING SERVICES IN ADULT
EDUCATION AND SELECTED INFORMATION
OF STUDY PARTICIPANTS

Services	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Counseling regarding self-concept	1.096 p=.953	6.472 p=.039	1.832 p=.767	1.042 p=.594	4.564 p=.335	5.577 p=.577
Counseling regarding finan- cial opportunities	9.415 p=.008***	4.909 p=.086	3.878 p=.423	.129 p=.938	2.238 p=.692	14.292 p=.027**
Counseling regarding personal problems	7.320 p=.026**	10.320 p=.006***	13.303 p=.010**	1.370 p=.504	2.277 p=.685	16.130 p=.013**
Counseling regarding availability of ref- erral sources	7.453 p=.024**	8.205 p=.017**	6.147 p=.188	.468 p=.791	8.662 p=.070*	9.463 p=.149
Counseling regarding academic probation, study habits, achievement problems, and attendance policies	2.010 p=.366	5.070 p=.080*	5.723 p=.221	1.106 p=.576	2.545 p=.637	4.226 p=.646

Significance of Reported Chi-squares *p < .10; **p < .05; ***p < .01

When respondents were grouped according to age, statistically significant Chi-square ($p = .010$) resulted between ratings involving counseling regarding personal problems. More respondents in the under 25 years age group indicated as having received this service. However, they rated the importance of this service the same as did respondents in the 26-50 years age group. The over 50 years age group rated this service as being of lesser importance to them.

A statistically significant Chi-square ($p = .070$) resulted from comparisons of respondents grouped according to educational attainment and the availability of referral sources. Respondents in the 12th year of formal education group rated this service as being more important to them than did respondents in the under 12 years and over 12 years of formal education groups.

Similar analyses were completed using course as one variable. Two statistically significant Chi-squares resulted from comparisons respondents grouped according to course and guidance regarding financial opportunities ($p = .027$) and counseling regarding personal problems ($p = .013$). Respondents in heavy equipment course rated financial opportunities as being of more importance to them than did respondents in practical nursing, business and office practice, truck driving, and millwright courses. Respondents in practical nursing viewed personal counseling as being of greater importance to them than did respondents enrolled in the other courses contained in this study.

Analysis of Occupational Counseling Services

A summary of respondent ratings of occupational counseling services including the mean response, mean ranking, number receiving each service and numerical ranking is presented in Table XIII.

Again a consistent pattern of rankings by mean and number of respondents receiving this type of services resulted in Table XIII. Counseling regarding nature of work was rated number one in both the mean ranking and the number of respondents receiving this service. Counseling regarding distribution of occupation, physical working conditions, and instruction of use of occupation information references were rated higher in the mean ranking than in number of respondents receiving this service. Counseling regarding preparation for occupation selection was number seven in both rankings.

In this section of the questionnaire, respondents were asked to indicate whether occupational counseling services were received before, after, or both before and after enrollment in a given course. A summary of Chi-square comparisons of when these services were received with selected information on study respondents is presented in Table XIV. Only those respondents indicating when a given service was received were included in this analysis.

No statistically significant Chi-square resulted from this comparisons in Table XIV.

Respondents were also asked to rate the importance of occupational counseling received. A summary of Chi-square comparisons between ratings of the importance of these services with selected information on study participants is presented in Table XV. This information was used to answer the following research question:

TABLE XIII
SUMMARY OF RESPONDENT RATINGS OF OCCUPATIONAL COUNSELING
SERVICES RECEIVED IN ADULT EDUCATION
ON STUDY PARTICIPANTS

SERVICES	VERY IMPOR- TANT 3	MODER- ATELY IMPOR- TANT 2	SLIGHT- LY IMPOR- TANT 1	IMPORTANCE OF MEAN	SERVICES MEAN RANK	SERVICES NUMBER	RECEIVED RANK
Counseling discussing past experiences that provided a basis for future career decisions	50	16	5	2.634	3	71	5
Preparation for occupation selected (general education, special training requirement for admission to special training, schools offering training, practical experience required)	47	15	4	2.652	7	66	7
Occupational information regarding distribution of occupation (place of employment, geographic distribution of workers, demand for workers)	57	15	2	2.743	2	74	4

TABLE XIII (CONTINUED)

SERVICES	VERY IMPOR- TANT 3	MODER- ATELY IMPOR- TANT 2	SLIGHT- LY IMPOR- TANT 1	IMPORTANCE OF SERVICES		SERVICES RECEIVED NUMBER	RANK
				MEAN	MEAN RANK		
Working conditions in occupation (psychological factors, age, sex physical and personality traits)	52	12	3	2.731	3	67	6
Nature of work (activities of workers, machines, tools and materials in performance of work)	64	10	5	2.747	1	79	1
Working conditions (physical environment, social climate, hours, vacation, wages, fringe benefits)	58	14	4	2.711	4	76	3
Advantages & disadvantages of occupation	57	16	4	2.688	6	77	2
Instruction on the use of occupational information references (D.O.T. - Dictionary of Occupational Titles, job banks, etc)	30	10	1	2.707	5	41	8

TABLE XIV
SUMMARY OF CHI SQUARE COMPARISONS OF WHEN OCCUPATIONAL COUNSELING
SERVICES ARE RECEIVED IN ADULT EDUCATION
AND SELECTED INFORMATION ON
STUDY PARTICIPANTS

Services	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Counseling discussing past experiences for future decisions	NC	NC	NC	NC	NC	NC
Preparation for occupation selection	.062 p=.803	.087 p=.768	3.232 p=.199	1.395 p=.238	15.986 p=.000	3.867 p=.276
Occupational information regarding distribu- tion of occupation	.453 p=.501	.832 p=.632	1.461 p=.482	.799 p=.371	3.984 p=.136	5.982 p=.113
Working conditions in occupation	.178 p=.673	.057 p=.812	4.239 p=.120	.005 p=.944	6.867 p=.032	3.539 p=.316
Nature of work	.005 p=.945	.033 p=.855	2.070 p=.355	1.584 p=.208	3.612 p=.164	2.373 p=.499
Working conditions	.058 p=.810	.014 p=.906	.634 p=.728	.001 p=.972	2.012 p=.366	1.877 p=.598
Advantages & disadvantages	NC	NC	NC	NC	NC	NC
Instruction on the use of occupational infor- mation & references	NC	NC	NC	NC	NC	NC
Significance of Reported Chi-squares		NC: No Calculations				

TABLE XV
SUMMARY OF CHI SQUARE COMPARISONS BETWEEN RATINGS OF THE IMPORTANCE OF
OCCUPATIONAL COUNSELING SERVICES IN ADULT EDUCATION
AND SELECTED INFORMATION ON
STUDY PARTICIPANTS

Services	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Counseling discussing past experiences for future decisions	2.957 p=.228	8.322 p=.016**	4.096 p=.393	1.641 p=.440	3.181 p=.528	6.619 p=.358
Preparation for occu- pation selection	2.263 p=.323	6.720 p=.035**	5.765 p=.217	2.469 p=.291	11.629 p=.020**	11.144 p=.084*
Occupational information regarding distribu- tion of occupation	2.225 p=.329	1.115 p=.573	7.012 p=.135	2.842 p=.241	2.983 p=.561	11.576 p=.072**
Working conditions in occupation	2.890 p=.236	5.724 p=.057*	10.822 p=.029**	1.809 p=.405	3.054 p=.549	12.018 p=.062*
Nature of work	1.850 p=.397	11.542 p=.003***	6.762 p=.149	3.616 p=.164	2.944 p=.567	12.907 p=.045**
Working conditions	2.560 p=.278	5.984 p=.050*	7.482 p=.113	1.017 p=.601	1.868 p=.760	13.303 p=.039**
Advantages & disadvantages	.837 p=.658	5.502 p=.064*	3.869 p=.424	1.496 p=.473	2.641 p=.620	17.502 p=.008***
Instruction on the use of occupational infor- mation & references	3.640 p=.162	1.035 p=.596	2.040 p=.729	5.214 p=.074*	3.326 p=.505	6.631 p=.356
Significance of Reported Chi-square *p < .10; **p < .05; ***p < .01						

Q₅: What are the ratings of occupational counseling services received by adults?

Of the 48 Chi-squares tested, 15 statistically significant Chi-square were obtained. When respondents were grouped according to sex, six statistically significant Chi-squares resulted from the ratings of comparisons involving guidance regarding the discussion of past experiences for future career decisions ($p = .016$), preparation for occupation selection ($p = .035$), physical working conditions in occupation ($p = .057$), nature of work ($p = .003$), working conditions and benefits ($p = .050$), and advantages and disadvantages of occupation, ($p = .064$). Female respondents rated these occupational services as being of greater importance than did male respondents.

A statistically significant Chi-square resulted when respondents were grouped according to age. Comparisons between ratings involving working conditions resulted in Chi-square ($p = .029$). Respondents in the 26-50 years age and over 50 years age groups both rated this service as being of greater importance than respondents in the under 25 years of age group.

When respondents were grouped according to ethnic background, comparisons involving instruction on the use of occupational information and references resulted in a statistically significant Chi-square ($p = .074$). White respondents rated this service as being of greater importance to them than did non-white respondents.

Ratings of comparisons involving information regarding preparation for occupation selected resulted in a statistically significant Chi-square ($p = .020$) when respondents were grouped

according to educational attainment. The group with 12 years of formal education rated this service as being of more importance to them than did respondents in the groups with under 12 years and above 12 years of formal education.

Six statistically significant Chi-square resulted when respondents were grouped according to course. Respondents from the heavy equipment course rated the following three occupational guidance services as being of more importance to them than did respondents from business and office practice, millright, truck driving, and practical nursing: preparation for occupation selection, ($p = .045$); occupational information regarding distribution of occupation ($p = .072$); and nature of work, ($p = .045$). Respondents in practical nursing viewed the following occupational guidance services as being of greater importance to them than did respondents enrolled in business and office practice, millright, truck driving, and heavy equipment courses: physical working conditions in occupation, ($p = .062$), working conditions and benefits, ($p = .039$), and advantages and disadvantages of occupations ($p = .008$).

Comparisons between Number of Guidance Services

Received and Selected Information on Study

Participants

Chi-square comparisons between number of guidance services received in each section of Part III of the questionnaire and background data on study participants were analyzed to summarize information regarding research question:

- Q₂: What is the nature and number of guidance counseling services reported to have been received by adult learners?

The results from this analysis are presented in Table XVI.

Of the 18 Chi-square tests summarized in Table XVI, eight resulted in statistically significant Chi-squares. When respondents were grouped according to school, two statistically significant Chi-squares, involving comparisons with educational ($p = .023$) and occupational counseling ($p = .001$), were obtained. Approximately 88 percent of the respondents in Gordon Cooper AVTS, as compared to 66 percent of the Central Tech AVTS respondents, indicated having received two or more of the guidance services listed in each of these two sections.

Two statistically significant Chi-squares resulted when respondents were grouped according to sex. Ratings of comparisons involving educational counseling ($p = .020$) and occupational counseling services ($p = .009$) resulted in statistically significant Chi-squares. Approximately 61 percent of the male respondents, compared to 83 percent of the female respondents, indicated they had received two or more of the guidance services in each of these two sections.

When respondent ratings of the number of services received on the three guidance areas were compared with educational attainment, two statistically significant Chi-squares resulted. Personal-social counseling ($p = .004$) and occupational counseling ($p = .040$) respondents in the group with less than 12 years of formal education reported having received fewer guidance services in each of the two sections compared with those respondents with 12 years or more of formal education.

Another analysis of the comparisons between respondents and the number of services received in the three areas of guidance services

TABLE XVI

SUMMARY OF CHI SQUARE COMPARISONS BETWEEN NUMBER
OF GUIDANCE SERVICES RECEIVED IN EACH
SUB-SECTION IN ADULT EDUCATION
AND SELECTED INFORMATION
ON STUDY PARTICIPANTS

Sections	Variables					
	School	Sex	Age	Ethnic Background	Education	Course
Educational Counseling Services	16.235 p=.023**	16.592 p=.020**	6.810 p=.942	4.713 p=.695	16.808 p=.267	33.532 p=.040**
Personal-Social Counseling Services	3.693 p=.814	10.625 p=.156	11.969 p=.609	6.321 p=.503	32.381 p=.004***	24.755 p=.132
Occupational Counseling Services	28.449 p=.001***	21.870 p=.009***	14.960 p=.665	12.092 p=.208	30.165 p=.040**	43.622 p=.023**

Significance of Reported Chi-squares *p < .10; **p < .05; ***p < .01

and respondents grouped according to course resulted in two statistically significant Chi-squares. Ratings of comparisons involving educational counseling resulted in statistically significant Chi-square ($p = .040$). Approximately 91 percent of the respondents in practical nursing compared to 87 percent in business and office practice, 77 percent in millright, and 74 percent in heavy equipment indicated they received two or more of the listed educational counseling services. When respondents were grouped according to course and comparisons of the ratings involving occupational counseling services, a statistically significant Chi-square resulted. Again 91 percent of practical nursing respondents, compared to 78 percent business and office practice, 85 percent millright, and 70 percent heavy equipment respondents received two or more of the services pertaining to occupational counseling. However, 47 percent of the respondents in practical nursing, 32 percent in business and office practice, and 45 percent in heavy equipment reported they received five to eight occupational counseling services.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In this study the nature and perceived effectiveness of guidance services provided adult learners enrolled in selected programs of occupational adult education in two Oklahoma area vocational-technical schools were analyzed.

One hundred twenty-four adult learners enrolled in ten occupational courses were surveyed through the use of a questionnaire. Part I of the questionnaire solicited descriptive data about the background of each respondent. Part II contained a list of factors which, from the review of literature and discussions with adult counselors, were felt to be influential in the decision of adult learners to participate in occupational adult education. Respondents were asked to identify which factors had influenced their decision to participate in occupational adult education and to rate how influential they were in that decision. Part III of the questionnaire dealt directly with the nature and the rated effectiveness of guidance services received by respondents in this study. Guidance services received by adult learners have been placed in three major areas as follows: Section I, Educational Counseling Services; Section II, Personal-social Counseling Services; and Section III, Occupational Counseling Services.

The findings from this study must be interpreted in light of the following limitations: (1) The two schools, and individuals in these two schools, were non-randomly selected. (2) There were basic differences in the background characteristics of the respondents from these two schools. For example, there were significantly more females in the group of respondent from Gordon Cooper Area Vocational-Technical School in Shawnee than in the group from Oklahoma Central Tech Area Vocational-Technical School in Drumright. The nature of these limitations make it difficult to accurately interpret results that differ significantly when the comparisons involve two or more factors on which the two groups differ.

The following is a summary of the findings based on the research questions developed for this study.

An analysis of the data indicated that certain factors do have a greater influence than others on the decision of adults to enroll in occupational adult classes. For example, "word of mouth" communication was selected most often as one of the factors that influenced adults to participate in occupational adult education courses. Over 75 percent of all respondents indicated that they were influenced by this factor. In fact, "word of mouth" was identified almost twice as often as the second most influential factor listed in the questionnaire. Personal visitations/appearances was rated second, with 34 percent of the respondents indicating this as being influential in their decision to enroll in occupational adult education.

There were statistically significant differences in the influence of these factors on some of the sub-grouping used in this study. For example, newspapers were rated as being more influential in the

decisions of non-white respondents. However, no systematic pattern of influence was observed from the analysis completed in this study. Educational attainment and course resulted in the least number of statistically significant differences, and two significant differences across all other variables with school resulting in the most statistically significant differences. "Word of mouth" was a factor that everybody rated high, yet across the variable factors, there was no significance.

Part III of the questionnaire dealt directly with the nature and the rated effectiveness of guidance services received by respondents. In the analysis of the data regarding educational counseling services received, there seems to be a consistent pattern in the rating of importance and the number of respondents receiving the service. An interesting finding regarding whether or not respondents were "informed of the availability of adult basic education," was the fact that only 35 of the respondents in the study were below 12 grade level of formal education, yet 63 indicated they had been informed of its availability and gave it the highest rating of all services identified in this section of the instrument.

All the guidance services related to educational counseling were rated very important by the adult learners receiving them. It is not possible from the data in this study to say how those adults that did not receive them would rate these services. With the exception of one service, "vocational inventories test," nearly 50 percent or more of the respondents indicated they had received each of the services listed in the study questionnaire. With the preceding exception, all were rated somewhere between moderately important and very important.

In the area of personal-social counseling, again all the services that they received were rated between moderately important and very important. "The availability of financial assistance," appeared to be a major concern of many respondents. This service ranked number one in both the number of individuals receiving the service and its rated importance. With one exception, Chi-square analysis of when personal-social counseling services were received were non-significant. When respondents were grouped according to the course in which they were enrolled and their ratings of guidance regarding the "availability of referral sources" were compared, respondents in practical nursing indicated as being more likely to receive this service before enrollment than any of the other course respondents in this study.

All services in the occupational counseling area were very closely ranked according to the importance and number of services received. This section had the highest overall mean ranking of services. Given the current status of the economy, and the fact that respondents were enrolled in occupational education, this is not a surprising finding. Chi-square analysis of when occupational counseling services were received resulted in non-statistically significant differences. It is interesting to note that, even with the high rating given occupational guidance services, "instruction on the use of occupational information references," was only received by one-third of the total respondents.

A large number of the statistically significant Chi-square comparisons resulted from comparisons involving the number of guidance services received and the following variables: school, course, and sex. Given the number of respondents and the limitations

identified earlier in this study, it is difficult to interpret statistically significant differences when more than one of the three variables resulted in a significant comparison.

Conclusions

Participants in this study were influenced, or "guided" in their decision to enroll in occupational adult education through a variety of means, the most frequently cited being word of mouth communication with their employer, friends, or others. Smittle (10) and Knowles (11) identify educational counseling, i.e., guidance in the selection of educational opportunities, as an important service provided by vocational counselors. For adult learners who have limited opportunities for interaction with a vocational counselor or who must commit themselves to an educational program before these services are made available, a new model for the delivery of guidance services to adults ought to be developed. Such a model ought to encompass and systematically utilize the important methods and means through which self-directed educational counseling is obtained by these adults. The marketing concepts identified by Buchanan and Barksdale (13), and utilized in this study, would be a good starting point for the development of this model.

The timing of the guidance services, i.e., whether they were received before or after enrollment in occupational adult education, did not have an identifiable influence on respondent ratings of the services. The services that respondents indicated they had received were rated between moderately important and very important, regardless of when they were received. This could be interpreted to mean

that an important guidance service will be rated high by adults no matter when it is received. It may also reflect the expectations that such services will not be offered, and when they are, a positive response occurs.

A large number of the statistically significant Chi-square comparisons resulted from comparisons involving the number of guidance services received and the following variables: school, course, and sex. It's beyond the scope of the analysis performed in this study, as well as nature of the data collected for study, to statistically control each of these factors in a single analytical design, thus permitting a better description of their effect on adult respondents.

The fact that the services listed in the study instrument were identified as guidance services does not necessarily mean that they were received solely through a vocational counselor. In fact, for many of them, the reverse may be true. As is indicated by Smittle (10), vocational counselors functions are an integral part of the total educational experiences and services provided by institutions. While the major concern of the vocational counselor is with the normal development, needs, concerns of learners, it also includes consultation with faculty, administrators, and other individuals and agencies in the community. Therefore, in regard to making these services available to adults, the joint effort of the counselors, instructors, administrators and even administrators' secretaries may be necessary.

Recommendations

Based on the findings of this research, the writer suggests the following recommendations:

- (1) That further studies look at the source of who is providing guidance services for learners enrolled in occupational adult education: counselors, administrators, instructors, or social agencies.
- (2) That further replications of this type be made using randomizing procedures and large samples so that more powerful comparisons can be made.
- (3) That further investigation of the systematic differences resulting in this study should be made.
- (4) Develop model for adult guidance.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

ADULT QUESTIONNAIRE

Name _____ Name of School _____

1. What is your sex? Male _____ Female _____

2. In which year were you born? Year of birth _____

3. What is your ethnic background? White _____ Black _____
 Oriental _____ Spanish Surname _____
 American Indian _____
 Other _____

4. Circle the highest grade you have completed:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

5. In what occupational course are you enrolled? _____

Listed below are some factors that may have influenced you in the selection of the course in which you are now enrolled. Check <u>only</u> the factors which have influenced you in this selection. Add any others which are not listed, then rate the factors you have checked by using the rating scale at the right.	Check () <u>if</u> influ- enced you	1-slightly influential 2-influential 3-moderate influence 4-very influential 5-most influential				
		Check () the appropriate column.				
INFLUENTIAL FACTORS		1	2	3	4	5
Direct Mail						
Newspapers						
Personal Visitations/appearances						
Radio-TV						
Posters and "take one" materials						
Word of mouth (Employment agencies, friends, etc)						
Government agencies						
Other						

Listed below are vocational counseling and guidance services. Please read each statement carefully and check if you received this service before or after enrollment. If you have not received any of these services, do not mark either column.

Rate the importance of all services:

1) services received before or after enrollment.

2) services not received.

Use the rating scale on the right:

Check

()

if

you have

received

services

1-unimportant

2-slightly important

3-moderately important

4-important

5-highly important

COUNSELING & GUIDANCE SERVICES	BEFORE	AFTER	1	2	3	4	5
Section I--Educational Counseling							
Communication regarding counseling and guidance services available							
Communication regarding total student services available							
Counseling relating to your previous school records or interpretation of test results							
Test for educational skill (Examples: Metropolitan Achievement, Stanford, Iowa, SRA, or California Achievement Test)							
Aptitude Test (Examples: Artistic, Scientific, Manipulative, Musical, Clerical)							
Vocational Inventories Test (Examples: Strong Vocational Interest Blank for Man, Cleetson Voc., Brainard Occup. Pref. Record, Kuder Preference Record)							
Informed of the availability of adult basic education							

Please continue Section II on next page.

COUNSELING & GUIDANCE SERVICES	BEFORE	AFTER	1	2	3	4	5
Section II--Personal-Social Counseling							
Counseling regarding self-concept (physically and intellectually and in interpersonal relations)							
Counseling regarding financial opportunities (work study, loans, federal funded agencies)							
Counseling regarding personal problems							
Counseling regarding the avail- ability of referral sources to specific agencies							
Counseling regarding academic probation, study habits, achievement problems, attendance policies							
Section III--Occupational Information							
Counseling discussing past experiences that provided a basis for future career decisions							
Preparation for occupation selected (general education, special training, requirement for admission to special training, schools offering training, practical expe- rience required)							
Occupational information regarding distribution of occupation (place of employment, geographic distri- bution of workers, demand for workers)							
Working conditions in occupation (psychological factors, age, sex, physical and personality traits)							

Please continue Section III on next page.

COUNSELING & GUIDANCE SERVICES	BEFORE	AFTER	1	2	3	4	5
Nature of work (activities of workers, machines, tools, and materials in performance of work)							
Working conditions (physical environment, social climate, hours, vacation, wages, fringe benefits)							
Advantages and disadvantages of occupation							
Instruction on the use of occupational information references (D. O. T.--Dictionary of Occupational Titles, job banks, etc.)							

ADDITIONAL COMMENTS:

Thank you for sharing your time and opinion with us, as this will be very beneficial in providing better occupational adult education.

APPENDIX B

LETTER OF INTRODUCTION

TO SUPERINTENDENTS

March 19, 1975

Mr. John Hopper, Superintendent
Central Oklahoma Area Vo-Tech School
3 CT Circle
Drumright, Oklahoma 74030

Dear Mr. Hopper:

The development of programs of occupational adult education has been identified as a high priority in the federal, state and local levels. Counseling and guidance is an integral part of occupational adult education. Effective program planning must be based on an accurate assessment of current activities in these areas, as well as forecasts of future demands for such programs.

In an effort to determine what counseling and guidance services for adult learners are needed, how they can be effectively provided, and who ought to be responsible for these services, Viola Madrid a student in the Occupational Adult Education Department at Oklahoma State University, is conducting a survey.

Viola will be contacting Mrs. Betty Strickler, adult counselor at your school, to allow her to administer the attached questionnaire to ascertain student response. This information will be used to generate a master's thesis. Please give her your cooperation.

We hope to gain information from this project that will be of help and interest to all of us. Thank you for your cooperation.

Sincerely yours,

Dale A. Hughey
Ass't. State Director
Area Vo-Tech Schools

DAH:lk

Enclosure

March 19, 1975

Dr. John Bruton, Superintendent
Gordon Cooper Area Vo-Tech School
P. O. Box 848
Shawnee, Oklahoma 74801

Dear Dr. Bruton:

The development of programs of occupational adult education has been identified as a high priority in the federal, state and local levels. Counseling and guidance is an integral part of occupational adult education. Effective program planning must be based on an accurate assessment of current activities in these areas, as well as forecasts of future demands for such programs.

In an effort to determine what counseling and guidance services for adult learners are needed, how they can be effectively provided, and who ought to be responsible for these services, Viola Madrid a student in the Occupational Adult Education Department at Oklahoma State University, is conducting a survey.

Viola will be contacting Mr. Leo Motley, adult counselor at your school, to allow her to administer the attached questionnaire to ascertain student response. This information will be used to generate a master's thesis. Please give her your cooperation.

We hope to gain information from this project that will be of help and interest to all of us. Thank you for your cooperation.

Sincerely yours,

Dale A. Hughey
Ass't. State Director
Area Vo-Tech Schools

Enclosure

APPENDIX C

LETTER TO STUDY PARTICIPANTS

March 15, 1975

Dear Adult Learner:

I am presently conducting a research study as a student in the Occupational and Adult Education Department at Oklahoma State University. The study is being supervised by Dr. Don Phillips, Dr. Lloyd Wiggins, Dr. Wayne Lockwood, and Dr. Price Ewens.

Having been an occupational and adult instructor and presently in the Student Personnel Services Graduate Program, I am very interested in conducting this study. The purpose of this questionnaire is to determine what counseling and guidance services for adult learners are needed, how they can be effectively provided, and who ought to be responsible for these services.

It will take about 15 minutes of your time to complete this questionnaire. All responses will be held in strictest confidence. Thank you for your time and for sharing opinions with us.

Sincerely yours,

Viola L. Madrid

Enclosure

VITA²

Viola Lopez Madrid

Candidate for the Degree of

Master of Science

Thesis: VOCATIONAL GUIDANCE FOR ADULT LEARNERS IN TWO OKLAHOMA
AREA VOCATIONAL-TECHNICAL SCHOOLS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in El Rito, New Mexico, January 4, 1941,
the daughter of Bonifacio Herrera and Evangelina Lopez.

Educational: Graduated from New Mexico State School, El Rito,
New Mexico in May, 1958; attended New Mexico Highlands
University, Las Vegas, New Mexico; from January, 1963 to
August, 1968, received the Bachelor of Arts Degree in May,
1968, with a major in Business and Office Education, minors
in Home Economics and Spanish, engaged in graduate study
at Eastern New Mexico University, Portales, New Mexico;
EPDA 552 Fellow, completed requirements for the Master of
Science degree, with a major in Vocational-Technical and
Career Education, Oklahoma State University, Stillwater,
Oklahoma in December 1975.

Professional Experience: Secretarial experience, 1959-1963.
Teacher of typing at Henry T. Gage Junior High School,
Huntington Park, California, from September 1969 to June,
1970. Instructor of Office Occupations and Office
Education Association Coordinator at New Mexico Post-
secondary Vocational-Technical School, El Rito, New Mexico,
from September, 1970 to August, 1974.

Professional Organizations: Member of American Vocational
Association, former member of New Mexico Technical-
Vocational Instructors Association, and New Mexico
Vocational Education Association, Los Amigos de la Escuela
(PTA).