SPOUSE SUPPORT OF NONTRADITIONAL STUDENTS AT OKLAHOMA STATE UNIVERSITY

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SPOUSE SUPPORT OF NONTRADITIONAL STUDENTS

AT OKLAHOMA STATE UNIVERSITY

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CHAPTER I

INTRODUCTION

Adult participation in higher education has increased significantly in the United States since 1950. In fact,

> . . .from 1950 to 1981, the percentage of all adults 25 years old and over who had completed college rose from 6 percent to 17 percent. Among young adults (25 to 29 years old), college completion rose from 8 to 21 percent in the same period (U.S. Bureau of the Census, 1984a, p.1).

In 1975, nontraditional students, those aged 25 and over, accounted for 34% of all persons enrolled in college, and by 1985 they had risen to 38% of all college students (U.S. Bureau of the Census, 1986, p.1). This was quite different from the number of students under 25 years of age. From 1965 to 1975, the number of college students under 25 years of age grew by 52%, while those 25 to 34 years of age grew by 165%. Also, from 1975 to 1985, students 14 to 24 years of age increased their numbers by 8%, while the 25 to 34 years of age group grew by 24% (U.S. Bureau of the Census, 1986, p.2). In fact, ". . .from 1980 to 1985, enrollments of students under 25 decreased by 5%, while the enrollment of persons 25 and over increased by 12%" (U.S. Department of Education, 1987a, p. 116). The decline in the number of students in the 18 to 24 years age group was predicted to continue during the next 15 years (U.S. Bureau of the Census, 1984b).

Not only have dramatic changes taken place in the age of college students, but in the sex as well. From 1965 to 1975, male enrollment

increased by 52% while female enrollment rose by 165%. The trend continued from 1975 to 1985 - male enrollment increased by 8% while female enrollment increased by 24% (U.S. Bureau of the Census, 1986, p.2). The U.S. Department of Education (1987b, p. 124) declared that "Forty-six percent of the total enrollment between 1980 and 1985 can be attributed solely to the increased attendance of women 25 and older".

Increasing numbers of older students have been predicted to enroll in higher education. According to the U.S. Department of Education, "By 1990, older students are expected to account for 47 percent of 12.1 million students enrolled compared with 38 percent in 1980" (1982, p. 25). By the year 2000, "There will be more women than men, as many people over 21 as 21 and under, and nearly as many part-time as full-time attendees" (The Carnegie Council on Policy Studies, 1980, p. 52). Cross (1981, p.2) explained the rise in adult participation as ". . .change is now so great and far reaching that no amount of education during youth can prepare adults to meet the demands that will be made on them". Indeed, many research studies have documented the primary reasons for adults college study: career advancement or career change, and personal growth (Aslanian & Brickell, 1980; Cross, 1981; Hu, 1985; Sewell, 1984). Odin (1986) noted that "In the future, the average worker will change jobs seven or eight times, career fields three or four times" (p. 5). Since current enrollment trends were predicted to continue, researchers concluded that certain influences, or triggers, lead to the decision to return to school. In one study of over 900 adult students, the respondents claimed that ". . .job dissatisfaction, encouragement from family

or friends, or the availability of funds were major triggers in their decision to enroll in college" (Sewell, 1984, p. 311). These factors held true for men and women, regardless of employment status, with the exception of homemakers. That group agreed that children entering school was the most important trigger. Rice (1982, p. 4) contended "The attitude and support of the spouse and, to a lesser extent, one's children emerge as formidable variables in a person's decision to return to school and in the ultimate success of that choice". In a study of over 600 adults enrolled in one of four midwestern land-grant universities, Zehner (1979) concluded that the influence of the student's mother and spouse outweighed the combined total of all other family and non-family members in the decision to return to school.

Many research studies documented the need for family support of female adult students (e.g., Ballmer & Cozby, 1981; Berkove, 1978; Hendel, 1983; Hooper, 1979; Markus, 1973; Scott & King, 1985; Spreadbury, 1983). Very little research has been completed that examined spousal support needed or received by males (DeGroot, 1980; Gilbert and Holahan, 1982).

Huston-Hoburg (1984) examined the attitudinal, emotional, and functional support given when a spouse returns to school. The researcher found significant differences among male and female support in each of the three areas, and suggested the male nontraditional students perceived more support and encouragement than the female students did.

The field of home economics has responded to these higher education and family changes. After studying adult female students, Folland,

Pickett, and Hoeflin (1977) suggested that home management courses be revised to help adult students with priorities and time management since these students offered immediate feedback on difficulties encountered and solutions to problems in their daily routines. They maintained that home economists in higher education must work closely with this growing population to insure their educational success (Folland et al., 1977).

An elaboration of this point was made in 1981. Scruggs and Radar contended that universities must prepare for many changes in student characteristics, including older students, more part-time students, increased females in graduate school, more minority students, and more males in home economics classes. They added

> These changing audiences will call for home economics educators to assume leadership in working with others in obtaining information about how the characteristics of these new audiences have impact on educational programs; in revising curricula, educative processes, and instructional materials as needed; and in preparing home economists for working effectively with these audiences in their various programs (Scruggs & Radar, 1981, p. 262).

In 1982, 133 female home economics students reported that if they placed their family role ahead of other roles, they were more likely to perceive their husband's agreement with that role choice and also his emotional support for her school role. These results held true whether children were present or not (Van Meter & Agronow, 1982).

Osborn and Lewis (1983) recommended that educators develop additional course work, in-service, and staff development programs to provide faculty and staff with information about adult development. Then, they concluded, appropriate times for intervention, services, or support could be better identified.

Home economics administrators identified enrollment-related issues 56% of the time when asked to identify major issues and trends of home economics in higher education. Major topics included declining enrollments and the shift to nontraditional students (Greninger, Durrett, Hampton, & Kitt, 1984).

Statement of the Problem

An emerging trend documented in American higher education has been the influx of adults 25 years of age and older. A higher percentage of females returned to college, yet both males and females enrolled in part- and full-time classes. By 1992, adult students are expected to number over 24 million, or almost one-half of the total student population. The percentage of adults as a total of the student body was predicted to increase until at least the year 2000.

These nontraditional students had significant influences that triggered their return. Family support was identified as a major influence in the decision to return and in the completion of the degree.

Higher education in general, and home economics education in particular, were challenged to identify these potential students, assess their educational needs, and provide programs to meet their needs. Gaining additional information about this emerging audience was deemed essential for programs, instruction, and enrollment.

Purpose and Objectives

The purpose of this study was to analyze spouse support of nontraditional students. More specifically, the study examined

nontraditional students' perceptions of attitudinal, emotional, and functional spouse support. To fulfill this purpose, these specific objectives were formulated:

1. To develop a profile of students identified as nontraditional enrolled on the main Oklahoma State University campus.

2. To compare perceptions of attitudinal, emotional and functional spouse support from male and female nontraditional students.

3. To measure the reliability and validity of the research instrument.

4. To make recommendations for future research and for university practices based on the analysis of the data and review of the literature.

Hypotheses

The following hypotheses were tested in this study:

1. There were no significant differences in attitudinal spouse support between male and female nontraditional students.

2. There were no significant differences in emotional spouse support between male and female nontraditional students.

3. There were no significant differences in functional spouse support between male and female nontraditional students.

4. There were no significant differences in attitudinal spouse support between categories of independent variables:

   a) age

   b) spouse's age

   c) number of children

   d) student classification

e) semester hours of enrollment

f) academic college

g) returning status

h) employment status

i) primary activity before return to college

j) reason for college attendance

5. There were no significant differences in emotional spouse support between categories of independent variables:

a) age

b) spouse's age

c) number of children

d) student classification

e) semester hours of enrollment

f) academic college

g) returning status

i) primary activity before return to college

j) reason for college attendance

6. There were no significant differences in functional spouse support between categories of independent variables:

a) age

b) spouse's age

c) number of children

d) student classification

e) semester hours of enrollment

f) academic college

g) returning status

h) employment status

i) primary activity before return to college

j) reason for college attendance

Assumptions

The following conditions were assumed for this study:

1. Spouse support of nontraditionial students could be measured using an appropriate instrument to gather data.

2. The respondents to the study gave accurate information.

3. The nontraditional student population will continue to increase at OSU.

Limitations

The following limitations were acknowledged for this study:

1. All participants in the study were enrolled at the main campus of Oklahoma State University during the fall 1987 semester. aged 25 and older enrolled in at least six hours credit.

2. The sample was drawn from married, United States students aged 25 and older enrolled in at least six hours credit.

Definition of Terms

The following terms were defined for the purpose of this study:

1. Nontraditional Students: Persons aged 25 and older enrolled as part- or full-time students. These students were beyond the traditional 18-22 years of age group, were returning to school primarily for career advancement, career change, or personal growth reasons, and had documented need for spouse support.

2. Returning or Reentry Student: A student who has returned to college after an absence. The length of absence (number of semesters) was not limited for this study. The Office of Institutional Research at Oklahoma State University defined a readmission student as one ". . .who has enrolled at OSU in the past but who has not been enrolled at OSU during the previous semester (excluding the summer semester)" (1986, p. 105).

3. Attitudinal Support: The perception of male and female roles, responsibilities, and attitudes (Berkove, 1978; Huston-Hoburg, 1984).

4. Emotional Support: The perception of approval and encouragement of the student role from significant others (Berkove, 1978; Huston-Hoburg, 1984).

5. Functional Support: The reported performance and adjustment to the division of household tasks and use of childcare by the student (Berkove, 1978; Huston-Hoburg, 1984).

6. Household Production: ". . .the production of goods and services needed for the family to function in today's world", and included ". . .marketing; management and record keeping, food preparation and after-meal cleanup; house care and maintenance; yard and car care; washing, ironing, and special care of clothing; and physical and other care of family members" (Walker, 1973, p. 8). The terms household tasks and household work were also commonly used in the literature.

7. Adult Learner: ". . .an adult person who takes the personal responsibility of learning" (Knowles, 1980, p. 20). Adults ". . .engage in learning largely in response to pressures they feel from their

current life situation. To adults, education is a process of improving their ability to cope with life problems they face now" (Knowles, 1980, p. 53).

CHAPTER II

REVIEW OF LITERATURE

Introduction

The study of spouse support for college students aged 25 and older is a relatively new area. Studies of both male and female students began in 1980.

However, related topics which lead to a better understanding of spouse support were abundant. Three were reviewed for this report. Information concerning the adult life cycle, including major theories and adults as students, summarized current adult development theories. When the topic of nontraditional students in higher education was reviewed, both characteristics and needs were discussed, as was the university's response to this group of students. Then, adult participation rates in higher education were explored.

The final section of this review covered spouse support by husbands and wives. Supplemental information was included that specifically reviewed household production, or functional support, when both spouses were employed full-time and when the wife was a full-time homemaker.

The Adult Life Cycle

Major Theories

Considerable attention has been given to the growth and change

occurring during the adult years in recent decades. Until then, most research focused on infancy, childhood, and adolescence. Adults were assumed to settle into their family and career lives with no major changes until retirement (Scholssberg, 1984).

In 1950, Erikson presented eight stages of the life cycle that flowed in observable sequence. Each stage was a process of meeting and achieving psychosocial tasks. The following chart summarized his issues:

Basic Trust vs. Mistrust	Infancy
Autonomy vs. Shame and Doubt	Early Childhood
Initiative vs. Guilt	Prepuberty
Industry vs. Inferiority	Puberty
Identity vs. Role Confusion	Adolescence
Intimacy vs. Isolation	Early Adulthood
Generativity vs. Stagnation	Middle Adulthood
Integrity vs. Despair	Later Adulthood

Erikson explained that persistent problems would be created if these tasks were not successfully resolved (1950).

In 1965, Neugarten, Moore, and Lowe reported age-related characteristics that middle-class Americans considered appropriate for men and women. They agreed the best age for a man to marry was 20-25, for a woman between 19 and 24. When careers were considered, men should be settled by 24-26 and hold their top job by 45-50; results were not reported for women. However, men were considered to have the most responsibilities between 35 and 50, women from 25 to 40. Men were expected to accomplish their most between 40 and 50, women between 30-45 (Neugarten et al., 1965, p. 712). More recently, three researchers presented theories of adult life cycle development (Sheehy, 1976; Gould, 1978; Levinson, 1978). They described a general pattern of transitions, or passages, from several developmental periods.

Levinson (1978) intensively interviewed 40 men aged 35 to 45, then identified three major areas of adult development, each made up of several shorter periods of alternating stability and transition. During transition periods, men terminated existing life structures, then created the possibility for a new one. The choices made during one transitional period were lived out during the ensuing period of stability. The developmental periods and chronological frameworks described were:

Early Adulthood:	Early Adult Transition (17-22)
	Entering the Adult World (22-28)
	Age 30 Transition (28-33)
	Settling Down (33-40)
Middle Adulthood:	Mid-life Transition (40-45)
	Entering Middle Adulthood (45-50)
	Age 50 Transition (50-55)
	Culmination of Middle Adulthood (55-60)
Late Adulthood:	Late Adult Transition (60-65)
	Late Adulthood (65-80) (p. 57)

Each of these periods was characterized by developmental tasks. For example, during the Settling Down period men were concerned with establishing their place in society at home and work, and also with "making it: striving to advance, to progress on a timetable" (Levinson, 1978, p. 59).

Gould's (1978) theory of the adult life cycle was formulated from questionnaire results of 524 men and women aged 16 to 50. He believed adult development was a struggle for freedom from the internal constraints and fears of aloneness brought from childhood, leading to the evolution of an adult consciousness. During the adult years, common life events were experienced differently by men and women. He added that most adults were dealing with some aspect of their life, which led to further growth.

The adult life cycle was outlined by Sheehy (1976) as:

Stage	Ages	Major Tasks
Pulling up Roots	18-22	Locating the self in a peer group, sex role, occupation, and world view
The Trying Twenties	22-28	Doing what we "should" as defined by family models, culture and peers
Catch-30	28-32	Reevaluation of choices made in 20s
Rooting and Extending	early 30s	Settling down with career and family
The Deadline Decade	35-45	Feeling of "last chance"; sense of inner crossroads
Renewal or Resignation	mid-40s +	Restabilization and contentment or continued searching.

Sheehy's examples of men and women at each stage, as well as her analysis of differences in male and female patterns, provided a contribution to understanding sex differences in adult development. For example, in The Deadline Decade, women usually sensed the inner crossroads earlier than men. They felt an urgency to review the options they might have set aside for marriage and childrearing, while men concentrated on more rapid career advancement.

Other research challenged the universality of these stages, especially when populations other than the middle class male and female were examined. In 1975, Lowenthal, Thurnher, and Chiriboga studied 216 men and women of lower-middle and middle class backgrounds. The individuals studied were all approaching a transitional point in their lives: high school seniors, newlyweds, middle-aged parents, and preretirement couples. The groups differed considerably in their general outlook on life, stresses faced, and attitudes toward

those stresses. The authors found that sex of the individual rather than his or her stage in life accounted for most of the variation in the sample. Women were found to have more negative self-images, to report more stressful experiences, and to feel less in control of impending transitions. Finally, the authors concluded that life stage was more important than chronological age in understanding and evaluating an individual's behavior.

Other researchers agreed that "life-span development approaches" or "life-events frameworks" were the more practical methods to study adult development (Aslanian & Brickell, 1980; Brim & Kaplan, 1980; Baltes & Danish, 1980). Broadly defined, life events were any noteworthy occurrence in the course of a life (Reese & Smyer, 1983), playing a crucial role in individual development, giving shape and direction to each aspect of an individual's life. Brim and Kaplan (1980) asserted their life-span development approach was ". . .an emergent intellectual movement, responsive to the possibility of change, currently trying to select its major premises, to gather new facts, and to conceptualize the developmental span without using chronological age categories" (p. 13).

Thus, this overview of the adult life cycle found that theorists agreed that adults continuously experienced change, or transitions, in their personal lives, their families, and in their work. Adults no longer followed the stereotyped pattern of school, marriage, family, and career with few changes until retirement. However, there was disagreement as to the predictability and variability of these changes. Schlossberg (1978) summarized current adult development theories with five propositions:

1. Behavior in adulthood is determined by social rather than by biological clocks.
2. Behavior is at times a function of life stage, at others of age.
3. Sex differences are greater than either age or stage differences.
4. Adults continually experience transitions requiring adaptions and reassessments of self.
5. The recurrent themes of adulthood are identity, intimacy, and generativity (pp. 418-422).

Adults as Students

With the increased return of adults to educational settings, researchers have tried to determine how the student role affected the life cycle. Studies considered both the age and life stage of adults.

When Neugarten et al. (1965) reported age-related characteristics considered appropriate by middle-class Americans, they explained the age norms in terms of a "social clock" that defined events. The respondents believed people should finish school and go to work between 20 and 22. When accomplished later than this, adults were described as "late", resulting in their self-conflict and stress for their family.

In 1977, Weathersby found that the return to school by adults was related to other life changes or transitions. These changes were either already accomplished or were desired. Reasons for enrolling reflected the adaptive tasks of both successive life stages and individual life patterns.

Gould's (1978) theory of adult life stages emphasized inner changes in consciousness resulting from the release of the internal constraints of childhood. If an adult returned to school, they gave themselves permission to continue developing. The process

involved an honest confrontation with the reality of their life experience.

In a national study of over 1,500 adults, Aslanian and Brickell (1980) concluded that life transitions were considered as primary reasons for learning. The adults needed to move from one status to another and education was the means to accomplish their goal. The return to school was not limited by age, sex, employment status, or marital status. This need for change was related to internal changes and to major life events and changes.

Weathersby and Tarule (1980) concurred that many adults returning to school were experiencing a life transition, using education as a support of that transition. They also concluded that ". . .education is a developmental intervention in adults' lives, an activity that is by its very nature linked to processes of growth, development, change, and transformation " (Weathersby & Tarule, 1980, p. 43).

Based on adult life cycle theories, Chickering and Havighurst (1981) summarized the developmental tasks of the adult years:

Late Adolescence and Youth (16-23)
- Achieving emotional independence
- Preparing for marriage and family life
- Choosing and preparing for a career
- Developing an ethical system

Early Adulthood (2535)
- Deciding on a partner
- Starting a family
- Managing a home
- Starting in an occupation
- Assuming civic responsibilities

Midlife Transition (35-45)
- Adapting to a changing time perspective
- Revising career plans
- Redefining family relationships

Middle Adulthood (45-57)
- Maintaining a career or developing a new one
- Restabilizing family relationships
- Making mature civic contributions
- Adjusting to biological change

Late Adult Transition (57-65)
- Preparing for retirement

Late Adulthood (65+)
- Adjusting to retirement
- Adjusting to declining health and strength
- Becoming affiliated with late-adult age groups
- Establishing satisfactory living arrangements
- Adjusting to the death of a spouse
- Maintaining integrity (p. 31)

Chickering and Havinghurst (1981) discussed each task in relation to the assistance that formal or informal education could offer. They contended, for example, that all of the developmental tasks involved in the Early Adulthood stage required heavy personal investments, making the student role a part-time one. They also maintained that students:

> . . . want curricular content directly relevant to the new range of responsibilities they are learning to manage. They need educational activities that integrate academic study with the heavy round of new experiences they are encountering. They need teaching practices that recognize their individual needs and constraints (Chickering & Havighurst, 1981, p. 37).

Thus, they argued, many traditional educational structures and practices would be challenged. Indeed, "Institutional arrangements and educational processes that recognize the commitments and constraints of this period can make education accessible when typical on-campus course schedules are not" (Chickering & Havighurst, 1981, p. 38).

Results of a study by Bigelow (1982) challenged the age-specific periods of stability and transition described by Levinson (1978). She suggested that a woman's identity crisis continued into Early and Middle Adulthood, and that a number of returning women students were actively dealing with identity issues.

Nontraditional Students in Higher Education

A review of the literature revealed a wealth of information concerned with the education of adults. Indeed, Knowles (1978) discussed the ancient teachings of adults, but noted that very little was written about adults as learners until after World War I.

Characteristics

In 1980, Aslanian and Brickell developed a profile of adult learners that was contrasted with nonlearners. Major contrasts revealed that learners were younger, better educated, employed, single, had higher incomes, and had less than five children. Also they were more likely to be employed in a business, professional, or technical field.

Other studies specifically characterized college students, however. In 1984, Sewell determined that of 900 students surveyed, 62% were female, 61% were married and had dependent children, 66% were employed outside the home, and 39% were employed in a professional, technical, or managerial occupation. Although 72% of the students were aged 25 to 34, they ranged from 25 to 69 years of age.

Also in 1984, Kelly documented that 71% of over 500 adult students were female, 59% were married, 23% were aged 26 to 29 although they ranged to over 60 years, and 52% were employed full-time. Additionally, 41% had no dependent children, while 44% had 1 or 2 children. Twenty-four percent of the students were returning to school after 0-1 year, although 19% were returning after 2-5 years and 17% were returning after 20 or more years.

Thus, adults had other significant roles in their lives in

addition to that of a student. This contrasted with the traditional-aged student, whose primary time commitment was to school (Hameister & Hickey, 1977; Apps, 1981).

Other authors identified characteristics of adult learners based primarily on their time commitments and length of absence from school. Reisser (1980) identified eight characteristics common to returning nontraditional students:

1. They are easily frustrated by the language, procedures and requirements of higher educational institutions.
2. They are excited about learning and highly motivated, but anxious about their abilities to compete with younger students.
3. They either have very specific career goals or are uncertain about how to relate their abilities and aptitudes to the job market.
4. They are unaware of the variety of nontraditional learning options available, such as independent study, individualized degree programs and credit for experimental learning.
5. They have job and family responsibilities that complicate their academic schedules.
6. They are often at a turning point in their lives, such as a career change, transition from married to single life, or returning to school after a period of homemaking or part-time work.
7. They are easily alienated by institutional practices that fail to recognize their life experiences, their diverse learning styles and skills, their needs to use time efficiently and to personalize their education, and their special requirements for childcare services, basic learning skills, support groups, and cocurricular activities that compliment their interests and needs.
8. They are making significant investments of time and money in order to accomplish educational goals (p. 54).

Elaborations of these characteristics were made by Mangano and Corrado, 1981; Greenfeig and Goldberg, 1984; and Steltenpohl and Shipton, 1986.

Thus, to maximize the time and financial investments of nontraditional students and to make their educational process meaningful, Knowles (1980) urged educators to consider the assumptions of andragogy,

the art and science of teaching adults, rather than pedagogy, the art and science of teaching children. These assumptions of adults included

1. their self-concept moves from one of being a dependent personality toward being a self-directed human being;
2. they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning;
3. their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and
4. their time perspective changes from one of postponed application of knowlege to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness (Knowles, 1980, pp. 44-45).

Needs

Recent research focused on both the personal and university needs of nontraditional students. When these needs were met, the adults were more likely to return to and remain in school.

Many adults had unique financial needs since they had to attend school part-time while they worked. Others needed to begin a part-time job to finance their continued education (Greenfeig & Foldberg, 1984; Hu, 1985).

While at college, adults agreed they most often needed career information and counseling, academic advising, weekend classes, study skill updates, and information about university services (Blanshan, Burns, & Geib, 1984; Greenfeig & Goldberg, 1984; Hu, 1985). Returning women often cited a need for childcare services (Smallwood, 1980; Adelstein, Sedlacek, & Martinez, 1983).

Cross (1981) identified three groups of barriers that interfere with learning related to student needs: situational, institutional, and dispositional. "Situational barriers are those arising from

one's situation in life at a given time" (Cross, 1981, p. 98). Reasons listed in this classification detered more adults than any others. The two most commonly cited factors were insufficient time, primarily due to job and family responsibilities, and the cost of education, including tuition, books, and child care. She added ". . .the people who have the time for learning frequently lack the money, and people who have the money often lack the time (Cross, 1981, p. 100). "Institutional barriers consist of all those practices and procedures that exclude or discourage working adults from participating in education activities. . ." (Cross, 1981, p. 98). Inconvenient locations and class scheduling, as well as the lack of courses that are interesting or relevent, were named most frequently by older learners as institutional barriers. Other problems included procedural problems, time requirements, and lack of information. Aslanian and Brickell (1980) noted that institutions must identify potential nontraditional students, assess their educational needs, then plan programs that meet their needs. "Dispositional barriers are those related to attitudes and self-perceptions about oneself as a learner" (Cross, 1981, p. 98). Common reasons given by adult learners included the feeling of being too old to learn, lack of interest, and the lack of confidence in their ability to learn. However, Cross added the social role of dispositional barriers could be more important than realized; for example, many adults found it easier to say they were too busy to attend school rather than say they were too old.

The University's Response

As colleges and universities faced declining enrollments of

traditional aged students, adults returned to college in record numbers (U.S. Bureau of the Census, 1986). In fact, of the 960 Ohio adults surveyed by Hu (1985), 14% were currently enrolled in college, while 33% of those who were not attending indicated they were either "very likely" or "likely" to enroll within the next year. These findings showed substantial interest in higher education by adults.

However, colleges and universities face competition for these adults. According to Culbertson (1974), "Three of the largest corporations in America - IBM, GE, and AT & T now offer bachelor's degrees" (p. 30). He added that "Indeed, the failure of universities in responding to changing learning needs may explain better than anything else the expanding role of corporations and profitmaking schools in postsecondary education" (Culbertson, 1974, p. 30). A decade later, Knowles and Associates commented "It is perhaps a sad commentary that, of all our social institutions, colleges and universities have been among the slowest to respond to adult learners" (1984, p. 284).

In 1985, Blinn and Blair compared the undergraduate and graduate recruitment materials used by Home Economics Education, Business, and Foods, Nutrition, and Dietetics departments at 32 institutions. They found very few older, minority, foreign, or handicapped students pictured in any recruitment materials.

In 1981, Peterson offered several reforms colleges could pursue to facilitate lifelong learning. First, he suggested they admit adults of all ages, then be ready to accommodate their educational needs. This required new curriculums, simplified registration and

administrative procedures, off-campus courses, and student services and courses available during the late afternoon, evening, and weekend hours. He also recommended cooperation with local organizations, crediting noncollegiate learning, individualized learning programs, vocational preparation and human development, and quality, evaluation, and accountability of programs.

Many of these suggestions were also offered by Mangano and Corrado (1981). They added the administrative policies of televised course offerings as well as orientation materials designed for adults. For staff development, workshops were suggested on topics related to returning students. Finally, several strategies were listed for student support services: a telephone counseling service with topics of interest to adult students, campus childcare services, activities for families of adult students, and peer counseling services.

By 1985, over 400 adult students agreed these changes were needed. They recommended simplified registration procedures, evening office hours and classes, support groups, and sensitivity by faculty, staff, and administrators (Bodensteiner, 1985).

Greenfeig and Goldberg (1984) and Steltenpohl and Shipton (1986) reported orientation courses designed to assist adults making the transition to college student were rated as useful by the participants. These could be a new course or a separate section of established freshman orientation classes. Areas of student needs as well as university practices were reviewed.

In 1984, a university Student Activities office reported offering child care services for a limited number of campus events. Since it was successful, the office has considered offering full-time

child care in the future. They concluded:

> These efforts have not only reinforced the existence of a need, they have also demonstrated to adult students that the university is concerned they become an active part of the campus community and is committed to assisting them in the pursuit of their educational goals (Hall & Iovacchini, 1984, p. 469).

Apps (1981) discussed faculty response to adult students. He noted that some feel adults do not belong on college campuses, others see no differences in traditional and nontraditional students, while others feel that modifications in policies and procedures will enhance the adult student experiences. He described competencies for instructors of adults, and also discussed characteristics of exemplary instructors of adult learners:

1. Are more concerned about learners than about things and events.
2. Know their subject matter.
3. Relate theory to practice and their own field to other fields.
4. Are confident as instructors.
5. Are open to a wide variety of teaching approaches.
6. Share their whole person.
7. Encourage learning outcomes that go beyond course objectives.
8. Create a positive atmosphere for learning (Apps, 1981, pp. 112-112).

Unless institutions of higher education adjust their policies and procedures to accommodate nontraditional students, they could lose their share of the students to other institutions. Weathersby and Tarule (1980) summarized the steps involved in the change process:

1. identify the groups and variety of students to be served;
2. become sensitive to their goals and learning needs viewed from the broad and specific perspectives of human development;
3. define educational aims at least partially as promoting individual development; and

4. then reexamine the areas of program development and strategy, curriculum and teaching methods, faculty development and evaluation, and counseling and support services (p. 51).

Adult Participation Rates in Higher Education

In the years from the Civil War to World War I, there were several important developments that advanced adult participation in colleges and universities. According to Knowles, 453 institutions of higher education ". . .were founded between 1866 and 1920. This expansion almost tripled the number of colleges and universities existing in 1865" (1962, p. 46). Also, graduate programs began in 1856 when the first Master of Arts degree was awarded by the University of North Carolina, then the first Ph.D. was conferred at Yale in 1861 (The Carnegie Commission on Higher Education, 1971). Other developments that increased adult participation in higher education were summer sessions and university extension classes (Knowles, 1962).

According to the U.S. Bureau of the Census,

> Prior to World War II, a college degree was a rare commodity, but men were somewhat more likely than women to be graduates...For a short time during World War II, there were more women than men enrolled in college, but this did not change the relative position of men and women as college graduates. After World War II, the GI Bill allowed a large number of men to pursue college careers at reduced cost, and few women were eligible for GI Bill benefits (1984, p. 1).

By 1939-40, men received 109,546 bachelor's degrees, 16,508 master's degrees, and 2,861 doctor's degrees, while women completed 76,954 bachelor's degrees, 10,233 master's and 429 doctorate degrees (U.S. Department of Education, 1987a, p. 121).

In 1965, 83.6% of college students were 14 to 24 years old,

while students aged 25 to 34 years old comprised 16.4%. By 1975, however, the younger group's percentage decreased to 74.5, and the older students grew to 25.5% of the total student body (U.S. Bureau of the Census, 1986, p.2). This trend continued to 1985, when 14 to 24 years of age students accounted for 71.8% of all students, while the 25 to 34 years old rose to 28.2% of the college student (U.S. Bureau of the Census, 1986, p. 2).

These and other figures were summarized from 1973 to 1983 to show that male enrollments grew by 12.2%, female enrollment grew by 52.2%, the 18 to 24 years old group increased by 23.5%, the 25 to 34 years old grew by 68.8%, and the 35 years and older group increased by 90.0% (U.S. Department of Education, 1986, p. 95).

Another change in the student body was from full-time to part-time status. Full-time students grew by 17.3%, while those attending part-time increased 52.5% from 1973 to 1983 (U.S. Department of Education, 1986, p. 95).

In 1981 the U.S. Department of Education noted that from 1969 to 1979, ". . .part-time enrollment of students over 25 has increased 99.6 percent. . . .This increase in part-time enrollment of older students is accounted for primarily by women, up 167.7 percent, rather than men, up only 15.3 percent" (pp. 8-9). Many part-time students were enrolled in two-year colleges. The U.S. Bureau of the Census maintained

> Two-year colleges accounted for 30 percent of total undergraduate enrollment in 1985. These students were more likely than 4-year college students to be older and attend on a part-time basis: about 31 percent of 2-year college students were 25 to 34 years old, compared with 21 percent of all undergraduates, and 45 percent of students in 2-year colleges in 1985 attended part-time, compared with 25 percent of all undergraduates (1987, p. 26).

Spouse Support

The final topic of research reported in this section dealt with the attitudinal, emotional, functional, and financial support given to a spouse while enrolled in a college program. Sections were included for both husbands and wives. The third section highlights past research dealing specifically with household production.

Support by Husbands

The rising entry and reentry level of women into higher education has been well documented (Young, 1973; Project on the Status and Education of Women, 1977; U.S. Bureau of the Census, 1986; U.S. Department of Education, 1987). Many research studies reported student characteristics, needs, difficulties, program descriptions, or changes needed in institutional policies. Other studies tested the significance of husband support, however.

In 1967, Fagerburg reported the majority of 125 married undergraduate women regarded their husbands' positive attitudes and encouragement as important. Burton (1968) drew similar conclusions in her study of 167 female students.

In 1973, Markus reported that women were more likely to return to school, to remain in school and enjoy school if they perceived encouragement and help from their husband. She noted that ". . .even though a return to school is self-initiated attempt at change prompted by internal needs and motives, there is still a great need for a supporting social, interpersonal environment" (Markus, 1973, p. 12). The majority of the respondents also maintained that time spent with school was added to the time spent in household

duties. For example,

> Before entering school, 86% reported doing all or most of the housework. While in school, 67% of the women did all or most of the housework. Only 10% of the husbands did as much as half of the housework before their wives returned to school, and only 17% were reported as doing half the housework when these women returned to school (Markus, 1973, p. 15).

The most shifting of household responsibilities was found in older women and those with two or more children. However, many women reported that marriage and family relationships did eventually improve after their return to school.

In 1974, Steele found that only eight percent of 455 women considered objections from husbands or children as a serious problem. However, 36% reported that finding time to study was a serious problem, suggesting that families offered more emotional than functional support.

Another study drew similar conclusions. Stephenson (1976) found that almost two-thirds of the respondents perceived support for their return to school, yet some husbands seemed to resent the time spent away from home and family. Husbands were more willing than children to assume more household responsibilities, though. Additional activities which husbands assisted with were entertaining children, preparing breakfast, grocery shopping, and helping children with schoolwork.

Also in 1976, Katz collected data from questionnaires of 427 married women and 154 of their spouses in addition to interviewing 272 students, 77 husbands, and 88 children (p. 89). He reported that 88% of husbands supported their wives' decision to return to school, and husbands were listed as the person most supportive

of that decision. Additionally, 69% of the students reported that husbands financially supported their education. Attitudinal support was not as strong.

> Though the interviewed women overwhelmingly described their husbands as supportive of their return to school, they also described occasions in which that support was half-hearted. . . .Sometimes one got the impression that the husband was saying that his wife's activities were fine as long as they did not interfere with his life (Katz, 1976, pp. 97-98).

Reported functional support by husbands indicated that "About two-thirds sometimes cared for or supervised the children, did the grocery shopping, cooked, washed dishes, and cleaned the house" (Katz, 1976, p. 99). Also, ". . .56 percent of the husbands never washed clothes, but 44 percent always did the gardening and yard work" (Katz, 1976, p. 99). Children also increased their participation in household tasks after the mother's return to school.

Berkove (1978) examined four specific areas of support from husbands: attitudinal, emotional, functional, and financial. Based on a 91% response rate involving 428 women, she found the highest degree of emotional support came from husbands, while children, parents, friends, and instructors were also supportive. Berkove also reported the husbands provided a high degree of financial support. Attitudinal support was more mixed. For example, Berkove noted that

> . . .while almost three-quarters of the women indicated that their husbands acknowledged women's ability to be "just as intellectual as a man," over half the women also indicated that their husbands felt threatened by these abilities (1978, p. 89).

Reports of functional support were also more conservative than emotional and financial support, and were consistent with findings

reported in other studies. In fact, ". . .with the exception of paying bills and keeping the checkbook, less than 10% of the husbands took exclusive responsibility for a household task" (Berkove, 1978, p. 92). However, nearly half of the husbands shared the responsibility for driving children. She summarized the findings by adding:

> It is clear from the results that husband support plays an important part in most of these women's lives. Husbands' emotional support may be necessary if (most) women are to return to school at all, while husbands' attitudinal and financial support make it more likely that she will remain in school once she returns. . . .Of the four areas of support, husbands' functional support appears to have the least impact on returning women students (Berkove, 1978, p. 194).

Other research focused on the functioning of families and degree of support when the mother returned to school. Hooper were classified according to their coping style.

> In the agreement group, it is clear that the woman's role as student is performed in addition to all her family roles. . For women in the egalitarian group, the student role has been accommodated to by the rest of the family. . . .In the disagreement group, women seemed to use the student role as a lever to force change in family role taking and decision making (Hooper, 1979, p. 151).

Participants in a study conducted by Rice (1979) were married women considering a return to school or work. Their emotional and instrumental (functional) spouse support was measured, as well as projected support expected if she returned to school or work.

> As expected, reported or expected behavioral spouse support for a return to school may be considerably less than rated attitudinal support. Praise, encouragement, and emotional support do not necessarily mean the support of having a spouse as a back-up babysitter, maid or social director, much less as an equal partner in these roles. Most wives, however, are reluctant to admit they do not

> have the support of their spouse, a tendency probably highly related to the social desirability response inherent in such questioning (Rice, 1979, p. 229).

When Spreadbury (1983) analyzed the results of 256 women students, she found that 50% of the husbands were emotionally supportive, and 66% had support from friends, neighbors, and relatives (p. 28). This last finding was particularly true for divorced women with children. Husbands tended to be especially proud and supportive of wives with young children.

From a study of 439 women aged 30 and above enrolled in graduate and professional schools, Kaplan (1982) reported emotional strain and family responsibilities as significant personal barriers affecting their completion of school. She also added:

> Husband support helps to alleviate emotional strain. However, this study found that the women over age 35 were less likely than the women ages 30 - 34 to ask for help from spouse and children. Older women are still affected by the set of values prevailing prior to the feminist movement, and find it hard not to try to 'do it all'. They simply add the load of school work onto their home responsibilites, and then suffer guilt as well (Kaplan, 1982, p. 14).

Spouse support for women students was measured by Scott and King (1985) by using husbands as the participants. Under hypothetical situations, the researchers found that emotional support was greater for women continuing to meet all or part of the family's needs.

In 1986, Huston-Hoburg and Strange reported comparisons of spouse support of male and female returning adult students. They analyzed data from 194 students concerning attitudinal, emotional, and functional spouse support. They found ". . .the women perceived their spouses to be somewhat more traditional in their views than men perceived their spouses to be, especially with respect to

child care and household responsibilities" (Huston-Hoburg and Strange, 1986, pp. 392-393). Both men and women identified their spouse as their greatest source of emotional support, and women indicated friends and classmates provided emotional support more often than men indicated this. Functional support reports were divided among traditional lines:

> A larger proportion of women than men reported that they assumed greater responsibility than their spouses did for cooking (57%), kitchen cleanup (63%), doing laundry (73%), grocery shopping (56%), housecleaning (67%), driving children (51%), and paying bills and maintaining the checkbook (54%) (Huston-Hoburg and Strange, 1986, p. 391).

They concluded "At least in terms of the forms of spouse support assessed in this study, the return to formal education seems to be a more diff^@cult proposition for adult women than it is for adult men" (Huston-Hoburg and Strange, 1986, p. 393).

Support by Wives

In 1980 DeGroot studied the effects of college participation on spouse support and other indicators of marital happiness. The male respondents reported receiving more support than the females did. "Furthermore, the wives of male students report giving more spouse support than the husbands of female students report. . ." (DeGroot, 1980, p. 359).

Strategies used by 85 returning students for dealing with conflicts of the student/professional/parent/self roles were analyzed by Gilbert and Holahan (1982). Higher role conflict was reported by more women than men.

In 1986 Huston-Hoburg and Strange reported the perceptions of male and female spouse support of adult students. Their sample

included 194 returning students enrolled in a two-year technical college. Spouse support was measured attitudinally, emotionally, and functionally. When group mean scores of women's roles, men's roles, and shared roles were tested, significant differences among males and females were found on eight attitudinal items. The greatest source of emotional support for both men and women was their spouse. "A significantly greater proportion of men (83%) than women (56%), however, made this choice. . ."(Huston-Hoburg and Strange, 1986, p. 391). The performance of 12 household tasks measured functional support, and significant differences among males and females were observed for each task. "A larger proportion of men than women reported assuming greater responsibility than their spouses for minor household repairs (77%), lawn care and snow removal (70%), trash disposal (67%), and car repairs (86%)" (Huston-Hoburg and Strange, 1986, p. 391). The female respondents also reported similar responsibilities of their husbands. Further discussion of male support by wives suggested:

> One possible conclusion is that for the married, adult man, whose role traditionally has been the 'provider,' the return to school for career advancement or to learn new career skills is an activity less disruptive and even compatible with traditional role distinctions (Huston-Hoburg and Strange, 1986, p. 393).

Household Production

The research conducted by Huston-Hoburg and Strange (1984) was the only reference found that compared male and female responsibilities for household production when one spouse was a college student. The topic has been studied extensively, however, when both spouses were employed full-time and when the wife was a full-time

homemaker. Some of those articles were reviewed for this section since they showed some trends or implications for this research.

In 1973 Walker reported, based on interviews with approximately 1400 families, that women employed outside the home spent from four to eight hours daily in household work, while full-time homemakers spent from five to twelve hours each day in household tasks. She also reported that husbands averaged eleven hours per week in household work, which did not increase when the wife became gainfully employed. Teenagers contributed approximately one hour per day, and children aged six to eleven averaged one-half hour per day.

In 1976, Walker and Woods listed five areas that could lead to changes in household work loads. Three were relevant to this research: ". . .broad changes in living patterns. . .changes in family roles, and reexaminatin of family values and priorities" (Walker & Woods, 1976, p. 5).

Nickols and Metzen (1978) interviewed a national sample of 1,156 families. They reported:

> Sixty-five percent of the husbands reported that they spent no time in housework. Those husbands who did contribute to housework time spent an average of seven hours per week. One-third of the wives in the sample contributed 40 or more hours per week to housework while less than 20 percent spent less than 20 hours (Nickols and Metzen, 1978, p. 90).

Another finding was ". . .that for each additional hour spent in the labor force, the wife spent 0.38 of an hour less in housework (Nickols and Metzen, 1978, p. 94). Regarding the male household work, ". . .for every one dollar increase in the wife's average hourly earnings, the husband increased his time inputs to housework

by almost 18 hours per year; in other words, by almost 20 minutes per week" (Nickols and Metzen, 1978, p. 95).

A sample of 206 Oklahoma families was used by Fox and Nickols (1983) to study household production. They found "Employed wives divided their work hours almost equally between home and job, while husbands devoted 80% of their work time to job and 20% to home (Fox and Nickols, 1983, p. 77). When primary responsibility for specific household tasks was analyzed, wives reported accomplishing ". . .7.7 out of a possible 10 while husband's median diversity was 2.4" (Fox and Nickols, 1983, pp. 76-77).

Rowland, Nickols, and Dodder (1986) concluded that mothers in two-parent households spent significantly more time per day in household work than either mothers in one-parent families or fathers in two-parent families. They also found that mothers in one- and two-parent households spent significantly more time per day in family care tasks than fathers in two-parent families.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

This chapter describes the methodology and design of the study, including rationale of the chosen research design, selection of the population and sample, selection of the instrument, reliability and validity results, data collection, and statistical procedures for data analysis. The study was undertaken to gather and analyze descriptive data concerning the spouse support of nontraditional students (those aged 25 and older) at Oklahoma State University (hereafter referred to as OSU).

The primary objectives of this research were to (1) develop a profile of students identified as nontraditional enrolled on the main OSU campus, (2) compare perceptions of attitudinal, emotional, and functional spouse support from male and female nontraditional students, and (3) measure the reliability and validity of the research instrument. The final objective, to make recommendations for future research and for university practices based on the analysis of the data and review of the literature, was included with the researcher's hope that others would continue to recognize the special needs and contributions of nontraditional students.

This research was jointly supported by the author, the OSU Vice President for Student Services, Student Activities office,

Institutional Research office and Registrar. Administrators, faculty, and student service personnel were anxious to learn more about the nontraditional student population. An additional section included with this instrument produced data concerning the institutional needs of nontraditional students. Hawthorne strongly recommended that home economists join with other campus units to work toward solutions of higher education problems. She maintained:

> We seek their cooperation and their expertise in multi-disciplinary efforts. The problems and concerns of society are too extensive, too complex, and too significant to be the province of one profession alone. But we need to maintain leadership. We need to be identifying the problems, pointing the way, and contributing significantly. We need to cooperate from strength. We are the discipline and profession that puts it all together from the perspective of the individual on the inside of the family looking out (Hawthorne, 1983, p. 42).

The timing of this research study was particularly significant when enrollment trends were analyzed. First, total enrollment at the main OSU campus has decreased each year since 1982. Also, from 1982 to 1987, enrollment of the 18 and under age group decreased 25.3%, the 19-year-old group decreased 20.4%, the 20-year-old group decreased 26.9%, and the 21-year-old group decreased 22.1% (Office of Institutional Research, 1987, p.55). In the same time period, students aged 23-29 years rose 2.0%, the 30-39 age group rose 17.1%, and the 40 and over age group rose by 45.2% (Office of Institutional Research, 1987, p. 52). Therefore, students of nontraditional age groups were the only ones posting enrollment gains for five years.

Research Design

This study was undertaken to analyze the spouse support of

nontraditional students. It was concerned with the perceptions and opinions of respondents; therefore the study was characteristic of descriptive research. Huck, Cormier, and Bounds (1974) stated "The purpose of descriptive research is to describe things the way they are, rather than to investigate a cause-and-effect relationship" (1974, p. 18). Best and Kahn (1986) added:

> . . .the researcher does not manipulate the variable or arrange for things to happen. In fact, the events that are observed and described would have happened even though there had been no observation or analysis. Descriptive research involves events that have already taken place and may be related to a present condition (1986, p. 80).

Various research methods are available for using descriptive research. The survey method was chosen for this study by the researcher. Kerlinger noted that ". . .survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations, and behavior" (p. 411). Compton and Hall (1972) noted that:

> . . .purposeful surveys which are well-planned and analyzed have an important place in home economics research. Their principal contribution is in describing current practices or beliefs with the intent of making intelligent plans for improving conditions or processes in a particular local situation (1972, p. 139).

Population and Sample

According to the OSU Office of Institutional Research (1987), from a total student body of 20,116, there were 5,207 students aged 25 and older enrolled for the fall 1987 semester. Of those, 2,192 were undergraduates and 3,015 were graduate students. Single students comprised 2,641 of the total, while 2,476 were married. For this study, the 370 married nontraditional international students

were eliminated. Since the purpose of the research was to analyze spouse support, single students were also eliminated from the population. Therefore, 2,106 students comprised the population for this study.

Due to practical constraints, a sample of the married students aged 25 and older was selected. According to Best and Kahn (1986), sampling allows the researcher to make valid inferences or generalizations about the population characteristics.

To fulfill the purpose and objectives of this study, the sample criteria were carefully chosen: married United States students, aged 25 and older, enrolled for the fall 1987 semester, and enrolled in at least six semester hours. The fall 1987 semester was chosen because it was the latest semester that the Office of Institutional Research had complete enrollment data on students. Additionally, the researcher felt the more serious students would be enrolled in at least six semester hours.

The OSU Office of Institutional Research identified 1,351 students meeting these criteria. According to Krejcie and Morgan (1970), the researcher needed to secure responses from 300 students to insure representativeness of the population. An additional 300 questionnaires were mailed to account for students that moved, were no longer enrolled, were recently separated or divorced, and for non-responses.

The simple random sampling procedure was chosen for this study. "In this design every element of the population has an equal chance of being included in any sample and . . .the chance is unaffected by the corresponding chance for any other element. . ."

(Johnson, 1959, p. 171). He added that "It has the unique advantage that the precision of the estimates can be determined objectively without making questionable assumptions" (Johnson, 1959, p. 171).

The Research Analyst in the OSU Office of Institutional Research assigned random numbers to the identified population by computer, then randomly selected and printed labels for 600 students. This process assured confidentiality of the population to the researcher.

Instrumentation

Selection of the Instrument

To obtain the information needed for this study concerning spouse support of nontraditional students, the researcher chose to use a questionnaire as the data-gathering instrument. The main advantages of the questionnaire included the provision of anonymity, self-administration, and the administration to a large group simultaneously (Issac & Michael, 1981). Also relevant to this study, use of the questionnaire assures that "Unusual or personal kinds of activities may be discussed more freely. . ." (Compton & Hall, 1972, p. 240).

The questionnaire had certain limitations, as well. These included: the possibility of low returns; the possibility that individuals may interpret items differently; and, respondents may not wish to write answers if open-ended questions are given, yet they may wish to elaborate on closed items (Kerlinger, 1973; Gay, 1980). The researcher incorporated techniques suggested by Dillman (1978) to raise the response rate.

A review of the literature yielded one questionnaire that

was developed to assess the spouse support of nontraditional students. Several studies addressed spouse and family support of women students (e.g., Berkove, 1978; Hooper, 1979; Rice, 1979; Scott & King, 1985; Spreadbury, 1983), yet a limited number of other research studies were found to include spouse support of male adult students (DeGroot, 1980; Gilbert & Hollahan, 1982).

In 1984, Huston-Hoburg studied the adult spouse support of both males and females. To accomplish this, a questionnaire was devised that:

> . . .elicited demographic information and student perceptions of spouse support in three areas: attitudinal, emotional and functional. These areas were identified through a process of factor analysis in previous study of returning adult women (Berkove, 1978) and were found to be important in the adjustment of these students. In addition to using many questions employed in Berkove's study, we compiled specific items for this questionnaire from various sources . . .and adapted them specifically for male, adult students (Huston-Hoburg & Strange, 1986, pp. 388-389).

After consulting with Huston-Hoburg and her research adviser, then reviewing the instrument, the current researcher determined that the questionnaire would elicit the information needed for this study. Both Huston-Hoburg and her adviser were very enthusiastic about the further use of the instrument, as well as the replication findings with a different population and sample. A letter of support from Huston-Hoburg was included in Appendix A. According to Best and Kahn (1986, p. 101), replication ". . .has been described as an important method of challenging or verifying the conclusions of a previous study". They added, "Replication is essential to the development and verification of new generalizations and theories" (Best & Kahn, 1986, p. 101).

To gain specific characteristics of OSU nontraditional students,

the first section soliciting demographic information and other characteristics was changed. Otherwise, the spouse support instrument was administered as developed. Additionally, the final section gathering institutional support information was modified by the OSU Student Activites office for their use (see Appendix A).

Selection of Variables

The major purpose of this study was to examine nontraditional students' perceptions of attitudinal, emotional, and functional spouse support. For classification and analysis of the data, independent and dependent variables were identified.

The dependent variables were three types of spouse support: attitudinal, emotional, and functional. Attitudinal support was measured by having the student indicate a degree of agreement to various sex-typed roles, responsibilities and attitudes. The student first selected their perception of how their spouse would answer, then responded based on their thoughts (see Appendix A, item 15). Emotional support was measured in three ways: degree of support from others, source of most significant support, and student/spouse interaction (see Appendix A, items 16-18). Three categories also comprised the functional support area: responsibility for 12 household tasks; adjustments to changes in household responsibilities by the student, spouse and children; and childcare arrangements used while attending class and studying (see Appendix A, items 19-21).

Several independent variables were identified for this study to determine their effect on nontraditional student spouse support.

These included background information pertaining to personal and family data, academics, and employment (see Appendix A, items 1-14).

Reliability

According to Bartz (1976):

> We expect a reliable instrument to give us consistent results. We do not, of course, expect to get identical results each time we measure some human characteristic more than once, because most instruments are not perfectly reliable, but we do expect a certain degree of 'sameness' in our measurements (p.330).

The reliability of the Huston-Hoburg (1984) spouse support instrument was not reported. Therefore, this researcher attempted to establish the reliability of the questionnaire with a nontraditional student sample.

Internal Consistency

To initially judge the reliability of the instrument, the researcher measured the internal consistency of each scale. Kosecoff and Fink (1982) maintained this process was essential if the instrument used was "divided into several parts, each of which is supposed to measure a separate concept or skill" (p. 122). The Cronbach's Alpha test for homogeneity of items was chosen since it considered the correlations of all possible pairs of scale items within each scale as well as the number of items in that scale (Cronbach, 1951).

Alpha scores were calculated by the Statistical Analysis System (hereafter referred to as SAS) for each of the six scales.

To interpret the reliability coefficient, Cronbach suggested these guidelines:

- The coefficient tells what proportion of the observed-score variance is non-error variance ('signal,' or wanted information).
- The coefficient depends on the spread of scores in the group studied.
- The coefficient depends on the number of observations entering the person's score.
- Other things being equal, a less accurate score is less valid. (1970, pp. 165-166).

The measures of internal consistency for this questionnaire are presented in Table 1. The Attitudinal spouse support scale, Perception of Spouse's Thoughts, had an alpha coefficient of 0.67, with an average correlation of 0.11 among the 14 items. The Student's Thought's scale also had the same 14 items, yet the average correlation was 0.29 with an 0.86 alpha coefficient. When the Emotional spouse support scales were analyzed, Degree of Support from others considered the 7 items to have an average correlation of 0.16 and alpha to be 0.55, while the 9 item Student/Spouse Interaction scale alpha was 0.38 with an average correlation of 0.12. Functional spouse support was also divided into two scales. The Division of Household Tasks 13-item scale had an 0.44 alpha coefficient and 0.06 average correlation, yet the Adjustments to Changes scale alpha coefficient was 0.20, with an average correlation of 0.06 on the 4 items.

Table 1

Measures of Internal Consistency for Questionnaire Scales

Scale	Cronbach's Alpha Coefficient	Average Correlation	No. of Items
Attitudinal spouse support			
Perception of Spouse's Thoughts	0.67	0.11	14
Student's Thoughts	0.86	0.29	14
Emotional spouse support			
Degree of Support	0.55	0.16	7
Student/spouse Interaction	0.38	0.12	9
Functional spouse support			
Division of Household Tasks	0.44	0.06	13
Adjustments to Changes	0.20	0.06	4

For this instrument, a coefficient of .70 was considered a strong measure of internal consistency (Nunnally, 1978). Therefore, the Student's Thoughts scale, with an alpha coefficient of 0.86, was judged to be internally consistent. Additionally, the Perception of Spouse's Thoughts scale had an alpha coefficient of 0.67, making it extremely close to the acceptable level.

Neither of the Emotional Spouse support scales had an alpha coefficient of .70 or above (see Table 1). However, the average correlations on both scales were higher than the Perception of Spouse's Thoughts scale, which almost reached the acceptable level. The number of items in each of the emotional support scales was lower than the Perception of Spouse's Thoughts scale, which might have influenced the coefficient value. Cronbach (1970) maintained

that longer tests are generally better than short ones since the student's performance is better estimated. Therefore, the reliability coefficients might have been higher had there been more items in those sections.

Stability

The stability of the instrument was estimated by the test/retest method. This process determined if responses given by students were about the same on two separate occasions (Best & Kahn, 1986: Cronbach, 1970; Kosecoff and Fink, 1982).

The questionnaire, a cover letter (see Appendices A and C), and return envelope, were given to six students meeting the criteria established for the research population. Approximately two weeks after their completed form was received by the researcher, another copy of the same instrument and a return envelope was delivered to the group. Nunnally (1978) recommended waiting about two weeks before the second administration so responses could not be recalled too easily, artificially raising the estimate of reliability.

To determine the reliability coefficient, the first set of responses were correlated with the second set using SAS. As illustrated in Table 2, the Pearson r coefficients ranged from .20 to 1.00, with 6 of the 8 scales measuring at .75 or above. Observed significance levels (OSL) were also noted in Table 2 with a range of .70 to .0001.

Table 2

Pearson Product-Moment Coefficients for Stability of Scales

Scale	r	OSL
Attitudinal spouse support		
Perception of Spouse's Thoughts	.93	.007
Student's Thoughts	.78	.07
Emotional spouse support		
Degree of Support	.20	.70
Most Significant Supporter	.94	.005
Student/spouse Interaction	.48	.33
Functional spouse support		
Division of Household Tasks	.75	.09
Adjustments to Changes	.79	.06
Childcare Arrangements	1.00	.0001

When analyzing Attitudinal spouse support, the Perception of Spouse's Thoughts coefficient of .93 with an OSL of .007 was observed, while Student's Thoughts correlated at .78 at a .07 OSL. Three areas were studied under Emotional spouse support. Their correlations and significance levels were as follows: Degree of Support from others - .20, .70; Most Significant Supporter - .94, .005; Student/spouse Interaction - .48, .33. Functional spouse support was also divided into three sections: Division of Household Tasks - .75, .09; Adjustments to Changes - .79, .06; Childcare Arrangements - 1.00, .0001.

Interpretation of these results varied among research authorities. Nunnally (1978) stated that .70 or higher was sufficient for basic research; VanDalen (1973) recommended .90 and above, then added that .60 and above could be useful in preliminary research. Guilford

(1956) offered the following table of correlations as a general guide for interpretations:

Less than .20	Slight; almost negligible relationship
.20-.40	Low correlation; definite but small relationship
.40-.70	Moderate correlation; substantial relationship
.70-.90	High correlation; marked relationship
.90-1.00	Very high correlation; very dependable relationship (p.145).

Therefore, using Nunnally's and Guilford's criteria, six of the eight subscales had high to very high correlations, one was judged to have moderate correlation, while one showed a low correlation.

Validity

Bartz (1976) stated that ". . .a test is valid if it measures what it purports to measure" (p. 338). The validity of the Huston-Hoburg (1984) instrument was not reported.

According to Huck et al., "Replication is one of the basic principles of competent research" (1974, p. 369). They added that "If behavioral science research is to have any validity and to make any impact on some of our social problems, then replicated studies will have to be conducted across ecological or environmental settings and become an integral part of the research design" (Huck et al., 1974, p. 370). Best and Kahn (1986, p. 101) maintained "Using different subjects at a different time and in a different setting, arriving at conclusions that are consistent with those of the previous study would strengthen its conclusions and justify more confidence in its validity" (p. 101).

Data Input Validity

To assure valid output from the OSU mainframe computer, the accuracy of the data submitted was checked as suggested by the researcher's statistician and by Gorsuch (1984). The researcher entered all data, and took full responsibility for its accuracy. Five questionnaires were randomly selected by the researcher, then the handwritten responses were matched to the computer printout of their responses. Initially, each code of each questionnaire was checked, then scale totals were checked against the computer printout. There were 86 possible codes for each questionnaire. No errors were found on the computer printouts by individual or scale scores. Thus, the researcher concluded the data input was valid.

Construct Validity

Since this research study was designed to contribute additional findings concerning the importance of spouse support to nontraditional students, construct validation of the instrument was an essential component. A construct was defined as "...something that does not exist as an islolated, observable dimension of behavior" (Nunnally, 1978, p. 96). Gay (1976) added "You cannot see a construct, you can only observe its effects" (pg. 89). Thus, "Research studies which involve a construct...are only valid to the extent that the measure of the construct involved is valid" (Gay, 1976, p. 89).

The construct validity of each scale in this instrument was examined through the factor analysis of the responses provided by the students. According to Kerlinger (1973, p. 468) "...factor

analysis is perhaps the most powerful method of construct validation." Dooley (1984) explained that:

> Factor analysis identifies how many different constructs (called factors) are being measured by a test and the extent to which each item of a test is related to (loaded on) each factor. Factor analysis uses the correlations among all the items of a test to identify groups of items which correlate more highly among themselves than any correlate with items outside of the group (pp. 69-70).

The factor analysis procedure was conducted through the SAS using the principal axis option with an orthogonal (Varimax) rotation. The principal axis option was used to reduce the number of variables for prediction or description purposes and to explain more variance.

The first factor accounted for most of the variance, and each succeeding factor had less until most of the variance was extracted. When eigenvalues values fell below 1.0, factoring ceased. Those factors with eigenvalues above 1.0 were then rotated orthogonally, keeping them independent of each other. The purpose of rotation was not to improve the degree of fit between the data and the factor structure, but rather to obtain a simpler interpretation of the factor structure by bringing most of the loadings on each item closer to zero. The item then correlated highly to only one or two factors (Nunnally, 1978).

Unrotated factor loadings for each of the items in the scales were examined, and those items with a value of at least .40 (Nunnally, 1978) were regarded as adequate measures for that scale. Other authorities (Bennett and Bowers, 1976; Gorsuch, 1983) stressed that a value of .30 should be the minimum loading for the item to be considered significant. When items were rotated orthogonally, acceptance was based on an item loading twice any other loading

score. For example, if an item loaded .65 on factor one, .15 on factor two, .19 on factor three, and .29 on factor four, then this item was included in factor one. However, if loadings on factors one through four were .12, .48., .04, and .59 respectively, this item was not included in any factor.

Tables 3 through 9 present the results of these procedures. The information is grouped by each scale of the questionnaire. So that all factor loadings would be positive, certain item scores were reversed (Nunnally, 1978) on the following scales: Attitudinal - b, g, l, m, n; Student-Spouse Interaction - c, e, g; Household Tasks - Minor Household Repair, Lawn Care/Snow Removal, Taking Out Trash, Car Repairs, Contributing to Family Income.

Attitudinal Support. The principal axis option procedure revealed that 11 of the 14 items included in the Spouse Attitudinal Support Scale factored above .40 (see Table 3). Factor one explained 28% of the total variance of the 14 items. The orthogonal rotation procedure further explained the relative strength of each item. Items loading on each factor were as follows:

Factor One

g) Being a parent is as important for a man as it is for a woman.

i) A man should not be expected to spend much time taking care of children.

l) A husband and wife should share childcare responsibilities.

m) A husband and wife should share household responsibilities.

Factor Two

a) A woman's place is in the home.

Table 3

Unrotated and Rotated Factor Loadings for Spouse Attitudinal Support Scale

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2	3	4
a) A woman's place is in the home.	.62	.11	.76	.20	.09
b) A woman can be just as intellectual as a man.	.21	.16	-.09	.05	.78
c) Being a wife and mother is a sufficient goal for a woman.	.37	-.12	.78	.00	.00
d) An intellectual woman is less feminine.	.47	.12	.48	.04	.59
e) It is alright for a woman to go to school, as long as it does not disrupt the family routine.	.59	.10	.47	.44	.13
f) A man should be the breadwinner in the family.	.59	-.01	.63	.47	-.08
g) Being a parent is as important for a man as it is for a woman.	.29	.62	-.28	.07	.22
h) A man who is not settled into a job is not successful.	.54	.24	.13	.56	.11
i) A man should not be expected to spend much time taking care of children.	.62	.65	.15	.19	.29

(Table continues)

Table 3 (Continued)

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2	3	4
j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.	.42	.01	.03	.78	-.13
k) A man should feel guilty if a woman financially supports him.	.63	.18	.21	.70	.14
l) A husband and wife should share childcare responsibilities.	.59	.86	.01	.13	.00
m) A husband and wife should share household responsibilities.	.61	.85	.09	.08	.05
n) A husband and wife should share financial responsibilities.	.60	.49	.46	.19	-.29

[a]Loadings equal to or greater than .40 are underlined.

[b]Factor loading value at least twice any other factor is underlined.

c) Being a wife and mother is a sufficient goal for a woman.

Factor Three

h) A man who is not settled into a job is not successful.

j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.

k) A man should feel guilty if a woman financially supports him.

Factor Four

b) A woman can be just as intellectual as a man.

The remaining four items loaded on two or more factors:

d) An intellectual woman is less feminine.

e) It is alright for a woman to go to school, as long as it does not disrupt the family routine.

f) A man should be the breadwinner in the family.

n) A husband and wife should share financial responsibilities.

The principal axis option procedure loaded 10 of the 14 items included in the Student Attitudinal Support Scale above .40 (see Table 4). Twenty-seven percent of the total variance was explained by the first unrotated factor. Factor patterns became clear when the items were rotated orthogonally. The items defining the four factors were as follows:

Factor One

c) Being a wife and mother is a sufficient goal for a woman.

e) It is alright for a woman to go to school, as long as it does not disrupt the family routine.

j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.

Table 4

Unrotated and Rotated Factor Loadings for Student Attitudinal Support Scale

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2	3	4
a) A woman's place is in the home.	.72	.56	.36	.28	-.24
b) A woman can be just as intellectual as a man.	.03	-.06	-.03	.21	.70
c) Being a wife and mother is a sufficient goal for a woman.	.50	.59	.09	.13	-.19
d) An intellectual woman is less feminine.	.39	.14	.18	.41	.08
e) It is alright for a woman to go to school, as long as it does not disrupt the family routine.	.59	.80	.15	-.06	.06
f) A man should be the breadwinner in the family.	.74	.62	.21	.46	-.15
g) Being a parent is as important for a man as it is for a woman.	.06	.00	.15	-.06	.74
h) A man who is not settled into a job is not successful.	.31	.00	-.06	.76	.05
i) A man should not be expected to spend much time taking care of children.	.54	.24	.52	.16	.15

(Table continues)

Table 4 (Continued)

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2	3	4
j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.	.54	.74	.00	.12	.05
k) A man should feel guilty if a woman financially supports him.	.54	.17	.15	.75	.05
l) A husband and wife should share child-care responsibilities.	.55	.03	.86	.03	.02
m) A husband and wife should share household responsibilities.	.53	.08	.82	-.02	.11
n) A husband and wife should share financial responsibilities.	.65	.20	.63	.30	-.12

[a]Loadings equal to or greater than .40 are underlined.

[b]Factor loading value at least twice any other factor is underlined.

Factor Two

i) A man should not be expected to spend much time taking care of children.

l) A husband and wife should share childcare responsibilities.

m) A husband and wife should share household responsibilities.

n) A husband and wife should share financial responsibilities.

Factor Three

d) An intellectual woman is less feminine.

k) A man should feel guilty if a woman financially supports him.

Factor Four

b) A woman can be just as intellectual as a man.

g) Being a parent is as important for a man as it is for a woman.

The remaining two items loaded high on two or more factors:

a) A woman's place is in the home.
f) A man should be the breadwinner in the family.

The responses to the Spouse and Student Attitudinal Support Scales were analyzed separately, yet 9 of the 14 items loaded above .40 on both of the measures. However, when the factor structures were compared, only four loaded on the same number (see Table 5):

Factor Three

h) A man who is not settled into a job is not successful.

k) A man should feel guilty if a woman financially supports him.

Factor Four

b) A woman can be just as intellectual as a man.

Independent

f) A man should be the breadwinner in the family.

Table 5

Comparison of Factor Structures for Attitudinal Support Scales

Item	Spouse Factor Number				Student Factor Number			
	1	2	3	4 indep[a]	1	2	3	4 indep[a]
g) Being a parent is as important for a man as it is for a woman.	X							X
i) A man should not be expected to spend much time taking care of children.	X					X		
l) A husband and wife should share childcare responsibilities.	X					X		
m) A husband and wife should share household responsibilities.	X					X		
a) A woman's place is in the home.		X						X
c) Being a wife and mother is a sufficient goal for a woman.		X			X			
h) A man who is not settled into a job is not successful.			X				X	
j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.			X		X			

(Table continues)

Table 5 (Continued)

Item	Spouse Factor Number					Student Factor Number				
	1	2	3	4	indep[a]	1	2	3	4	indep[a]
k) A man should feel guilty if a woman financially supports him.			X					X		
b) A woman can be just as intellectual as a man.				X					X	
d) An intellectual woman is less feminine.					X			X		
e) It is alright for a woman to go to school as long as it does not disrupt the family routine.					X	X				
f) A man should be the breadwinner in the family.					X					X
n) A husband and wife should share financial responsibilities.					X		X			

[a]These items factor loaded on more than one factor.

Of substantive interest, item b) of this scale had the lowest loading on the first unrotated factor on both the spouse and student measures, suggesting a revision was needed for that item. Also of interest, had the researcher chosen .30 as the minimum first unrotated factor loading, then item c) would also have been considered significant on the Spouse scale (see Table 3). Additionally, both item d) and item h) loaded above .30 on the Student scale (see Table 4).

Emotional Support. Two separate measures comprised the Emotional Spouse Support Area: Degree of Emotional Support and Student-Spouse Interaction. A separate, single question determined who was the student's most significant emotional supporter, but was not factor analyzed.

The principal axis option procedure for Degree of Emotional Support loaded all seven items above .40 (see Table 6) on the first unrotated factor. Additionally, 36% of the variance was explained by the first factor. The orthogonal (Varimax) rotation defined the three factors as follows:

Factor One

Instructors

Student Services Staff

Factor Two

Spouse

Children

Factor Three

Parents

Friends

Table 6

Unrotated and Rotated Factor Loadings for Degree of Emotional Support Scale

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2	3
Spouse	.51	.12	.86	-.05
Children	.61	.06	.80	.25
Parents	.49	.07	-.06	.89
Friends	.68	.16	.33	.74
Classmates	.78	.70	.24	.37
Instructors	.55	.86	.06	-.08
Student Services Staff	.54	.70	.03	.13

[a]Loadings equal to or greater than .40 are underlined.

[b]Factor loading value at least twice any other factor is underlined.

Table 7

Unrotated and Rotated Factor Loadings for Emotional Support Scale: Student-Spouse Interaction

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2
a) I feel my spouse has developed positive attitudes about my being in school.	.80	.74	.31
b) My spouse is willing to help pay for my education.	.61	.61	.10
c) I have developed some new attitudes which are not in agreement with my spouse's views.	.41	.32	.31
d) My spouse takes my interests seriously.	.80	.80	.13
e) I find I have more conflicts with my spouse when I am enrolled in school.	.62	.41	.68
f) The quality of communication between my spouse and I is very good.	.80	.81	.13
g) I feel guilty when I must tell my spouse that I cannot do what he/she wants because I have to study.	.24	-.08	.88
h) My spouse understands me very well.	.80	.82	.09

(Table continues)

Table 7 (Continued)

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthoganally 1	2
i) I understand my spouse very well.	.75	.74	.17

[a]Loadings equal to or greater than .40 are underlined.

[b]Factor loading value at least twice any other factor is underlined.

The other item, Classmates, loaded high on more than one factor.

Only one item of the Student-Spouse Interaction measure did not load above .40 during the principal axis option procedure (see Table 7). Forty-six percent of the variance was explained by the first unrotated factor. When rotated orthogonally, seven of the nine items loaded as follows:

Factor One

a) I feel my spouse has developed positive attitudes about my being in school.

b) My spouse is willing to help pay for my education.

d) My spouse takes my interests seriously.

f) The quality of communication between my spouse and I is very good.

h) My spouse understands me very well.

i) I understand my spouse very well.

Factor Two

g) I feel guilty when I must tell my spouse that I cannot do what he/she wants because I have to study.

Independent items were

c) I have developed some new attitudes which are not in agreement with my spouse's views.

e) I find I have more conflicts with my spouse when I am enrolled in school.

Functional Support. Functional spouse support was measured by three approaches: responsibility for household tasks, adjustments to changes in household task responsibilities, and childcare arrangements. The first two areas were factor analyzed, while the last was not since it was a single question.

When Household Tasks items were analyzed by the principal axis option procedure, all but 1 of the 12 items loaded above .40 on the first unrotated factor (see Table 8). Also, this first factor explained 43% of the variance. An orthogonal (Varimax) rotation clarified the three factors as follows:

Factor One

Cooking

Kitchen Clean-up

Laundry

Table 8

Unrotated and Rotated Factor Loadings for Functional Support Scale: Household Tasks

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2	3
Cooking	.65	.78	.07	-.10
Kitchen Clean-up	.70	.85	.06	-.08
Minor Household Repair	.64	.17	.84	.02
Laundry	.82	.80	.29	.15
Grocery Shopping	.70	.64	.24	.39
Lawn Care/Snow Removal	.74	.29	.84	.06
Taking Out Trash	.44	-.08	.84	.01
Housecleaning	.80	.83	.23	.12
Car Repairs	.83	.43	.81	.00
Driving Children (to Dr., piano lessons, etc.)	.52	.55	.09	.27
Paying Bills/Keeping Checkbook	.27	.18	.07	.84
Contributing to Family Income	.53	.52	.29	-.46

[a]Loadings equal to or greater than .40 are underlined.

[b]Factor loading value at least twice any other factor is underlined.

Housecleaning

Driving Children

Factor Two

Minor Household Repair

Lawn Care/Snow Removal

Taking Out Trash

Factor Three

Paying Bills/Keeping Checkbook

Three other items - Grocery Shopping, Car Repairs, and Contributing to Family Income - were not strongly attached to any factor.

The principal axis option procedure loaded only two of the four items above .40 on the first factor of the Adjusments Measure (see Table 9). Thirty-three percent of the variance was explained at this point. When rotated orthogonally, the two factors extracted revealed patterns as follows:

Factor One

b) Adjustments by spouse

d) Student agreement to adjustments made by student, spouse and children

Factor Two

a) Adjustments by students

c) Adjustments by children

Table 9

Unrotated and Rotated Factor Loadings for Adjustment to Functional Support Scale

Item	First[a] Unrotated Factor	Factors Rotated[b] Orthogonally 1	2
a) Adjustments by student	.14	.00	.72
b) Adjustments by spouse	.82	.79	.25
c) Adjustments by children	.15	.02	.68
d) Student agreement to adjustments made by student, spouse and children	.76	.82	-.21

[a]Loadings equal to or greater than .40 are underlined.

[b]Factor loading value at least twice any other factor is underlined.

Since the factor loadings were so diverse on this scale, it was subjected to the Pearson correlation of coefficients test. The r values were very low: only one of the six resulting values was higher than .12, yielding a value of .30. This higher loading was between Adjustments made by spouse and Student agreement to adjustments made by student, spouse and children. This suggested that as the spouse made adjustments to the division of household tasks, the student agreed with the arrangements made for those tasks. However, the responses provided on the questionnaire (see Appendix A, item 20) were not consistent among the categories, and the agreement question was simply a yes/no choice while the

other three had five choices. These results suggested that the items needed revision before they would be considered a strong measure of adjustments to household tasks.

In summary, the factor analysis procedure revealed that this questionnaire had a high level of construct validity (Kerlinger, 1973: Nunnally, 1968). Spouse Attitudinal Support Scale had 79% of the items to load significantly on the first unrotated factor, while 71% of the Student Attitudinal Scale loaded above .40. If the significance level had been .30, then both measures would have had 86% of the items to load significantly. When the Degree of Emotional Support measure was analyzed, 100% of the items loaded at a significant level. The Student-Spouse Interaction items had 89% of the statements to load significantly. The first unrotated factor of the Household Tasks items revealed 92% loaded above .40. Finally, the Adjustments to Functional Support measure showed 50% of the items loaded at a significant level. As discussed earlier, the researcher felt these items needed revision to be considered a strong measure.

Generalizability (External Validity)

Since the results of many descriptive research studies are not generalizable due to their limited scope, population, or life-span (Van Dalen, 1973), this researcher relied upon several established techniques for improving the generalizability of the current results. These procedures have been described more fully in other sections of this chapter, but were also mentioned here.

Campbell and Stanley (1963), Issac and Michael (1981), and

Van Dalen (1973) maintained that using a random-selection-procedure to obtain a representative sample increased the generalizability of the findings to that population. The current sample was randomly selected by the OSU Office of Institutional Research according to the researcher's criteria.

Replication studies add to the generalizability of findings (Hall, 1967) and place more confidence in the relationships if similar conclusions were found (Van Dalen, 1973). Additionally, Campbell and Stanley maintained that "...successful replication of research results across times as well as settings increases our confidence in a generalization by making interaction with history less likely " (1963, p. 20). The present study was a replication of research performed in 1984 in another geographical location.

Campbell and Stanley (1963) also explained that findings are more generalizable if notlimited to particular ages or grade levels. This research studied all university student classifications, and included students aged 25 and older.

Therefore, the results of this study were considered by the researcher to be generalizable to the OSU married nontraditional student population, and to have some implications for other nontraditional students as well. However, descriptive researchers:

> ...despite their sincerest efforts, cannot establish such broad generalizations as do their colleagues in the natural sciences, for they are faced with the 'dilemma of uniqueness.' Since cultures, communities, students, and schools differ from one another and no culture is absolutely uniform in nature, descriptive data can mirror only particular aspects of specific events or conditions in a given setting (Van Dalen, 1973, p. 257).

Data Collection

To insure a representative sample of the current population being studied, 600 questionnaires were mailed during the last week of March, 1988. This was timed to be approximately two weeks after the students' return from a week-long spring break, yet a full month before final examinations began and the semester ended. Envelopes were mailed using first-class postage.

The questionnaire was accompanied by an explanatory letter cosigned by the researcher, and the Program Coordinator of the Off-Campus and Returning Students groups in the OSU Student Activities office (see Appendix B). A packet of coffee was added for the student to enjoy while completing the questionnaire. Also included was a return envelope addressed to the researcher with postage attached.

Approximately one week after the original mail-out date, a postcard thanking the respondents and asking others for their completed questionnaires was mailed (see Appendix B). This reminder postcard was sent to the entire sample.

Of the 600 questionnaires mailed to nontraditional students, 341 were returned. However, nine had incorrect addresses and were undeliverable. Also, one was received too late to be included in the analysis, five students indicated they had divorced, and three students were separated from their spouse. Therefore, 323 questionnaires were usable for the study, resulting in a 56% response rate.

Analysis of Data

To analyze the data obtained from this study, the researcher had three major statistical needs. First, the questionnaire scales measuring attitudinal, emotional, and functional spouse support were analyzed for reliability and validity coefficients. Second, appropriate statistical methods were employed to analyze the data obtained from the sample. Finally, a profile of OSU nontraditional students was compiled.

Responses from the questionnaires were coded by the researcher and entered into the mainframe computer at OSU. The Statistical Analysis System (SAS) was used for data analysis. For all statistical tests, .05 was considered the acceptable level of significance.

Reliability and validity coefficients were discussed in an earlier section of this chapter. Further discussion and recommendations were included in Chapter V.

To test the hypotheses of this study, various statistical methods were needed. The Student's t test (Borg & Gall, 1978) was chosen to look for significant differences between the means of each item of the attitudinal spouse support scales and the sex of the student, as stated in hypothesis one. Also, an F value was calculated through one-way analysis of variance to determine if significant differences existed between each of the total scale means and the sex of the student (Gay, 1976). The t test and F value were used for two sections of the emotional spouse support areas, while the chi square test of independence was used for one section. Finally, the chi square test of independence was used to test for significant differences on each of the functional

support scales. This method was deemed appropriate for this section since it analyzed frequency counts, comparing proportions observed with proportions expected for significant differences (Gay, 1976).

To look for significant differences between the spouse support scales and various student characteristics, the Tukey HSD procedure was chosen to analyze all possible pairs of means to determine where the significant differences were located (Huck et al., 1974). Also, the analysis of variance F value was studied for significance. These methods were used for hypotheses four, five, and six.

Frequencies were calculated to develop a description of the population and the OSU married nontraditional student profile. These data were needed to fulfill the first objective of the study.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

The purpose of this study was to examine nontraditional students' perceptions of attitudinal, emotional, and functional spouse support. To accomplish this purpose, the researcher sent a questionnaire developed by Huston-Hoburg (1984) to 600 randomly selected nontraditional students, those aged 25 and older, on the Oklahoma State University (hereafter referred to as OSU) campus.

This chapter presents the results and discussion of the data analysis. Sections included a description of the respondents and the statistical analysis of the data regarding each of the hypotheses.

Description of the Sample

Usable questionnaires were received from 323 students. A profile of the respondents is presented in Table 10. Each variable is examined by the sex of the student as well as the total sample.

Forty-eight percent of the students were males, while 52% were female. One person did not indicate their sex. In the Huston-Hoburg (1984) study, 56% were female and 44% were male.

Nearly 73% of the sample was aged 25 through 36, supporting the findings of Aslanian and Brickell (1980) and Huston-Hoburg (1984). There were more males than females in the 25-29 age group, but the numbers were similar in the 30-36 age group. In both the 37-43

Table 10

Description of Selected Characteristics of Respondents, by Sex

Variable	Males		Females		Total	
	n	%	n	%	n	%
Sample	155	48.1	167	51.9	322	100.0
Age						
25 - 29	65	20.2	55	17.1	120	37.3
30 - 36	59	18.3	55	17.1	114	35.4
37 - 43	22	6.8	38	11.8	60	18.6
44 - 50	6	1.9	16	5.0	22	6.8
51 - 57	2	0.6	3	0.9	5	1.6
58 - 62	1	0.3	-	-	1	0.3
Spouse's Age						
21 - 29	81	25.2	39	12.1	120	37.3
30 - 36	51	15.8	59	18.3	110	34.2
37 - 43	17	5.3	41	12.7	58	18.0
44 - 50	4	1.2	18	5.6	22	6.8
51 - 57	1	0.3	9	2.8	10	3.1
58 - 62	1	0.3	1	0.3	2	0.6
Spouse's job classification						
Managerial and professional speciality	53	17.3	84	27.4	137	44.6
Technical, sales and administrative support	43	14.0	23	7.5	66	21.5
Service	8	2.6	4	1.3	12	3.9
Farming, forestry and fishing	-	-	5	1.6	5	1.6
Precision production, craft, and repair	-	-	11	3.6	11	3.6
Operators, fabricators, and laborers	2	0.7	8	2.6	10	3.3
Student	15	4.9	19	6.2	34	11.1
Unemployed	21	6.8	2	0.7	23	7.5
Other	5	1.6	4	1.3	9	2.9

(Table continues)

Table 10 (Continued)

Variable	Males n	Males %	Females n	Females %	Total n	Total %
Total number of children						
0	39	12.6	33	10.7	72	23.3
1	33	10.7	31	10.0	64	20.7
2	52	16.9	58	18.8	110	35.6
3	13	4.2	21	6.8	34	11.0
4	9	2.9	11	3.6	20	6.5
5	2	0.7	-	-	2	0.7
6	2	0.7	5	1.6	7	2.3
Number of children under 1 through five years of age						
0	75	24.3	105	34.0	180	58.3
1	56	18.1	40	12.9	96	31.1
2	19	6.2	12	3.9	31	10.0
3	-	-	2	0.7	2	0.7
Number of children aged 6 through 11						
0	96	31.0	98	31.7	194	62.8
1	39	12.6	44	14.2	83	26.9
2	9	2.9	17	5.5	26	8.4
3	4	1.3	-	-	4	1.3
4	2	0.7	-	-	2	0.7
Number of children aged 12 through 17						
0	124	40.1	110	35.6	234	75.7
1	18	5.8	33	10.7	51	16.5
2	8	2.6	16	5.2	24	7.8

(Table continues)

Table 10 (Continued)

Variable	Males n	Males %	Females n	Females %	Total n	Total %
Number of children aged 18 and over						
0	135	43.7	126	40.8	261	84.5
1	7	2.3	16	5.2	23	7.4
2	4	1.3	7	2.3	11	3.6
3	2	0.7	3	1.0	5	1.6
4	2	0.7	4	1.3	6	1.9
5	-	-	2	0.7	2	0.7
6	-	-	1	0.3	1	0.3
Student classification						
Freshman/ Sophomore	19	5.9	18	5.6	37	11.5
Junior/Senior	60	18.6	59	18.3	119	37.0
Special/Graduate/ Veterinary	76	23.6	90	28.0	166	51.6
Hours of enrollment						
6 - 11	73	22.7	95	29.5	168	52.2
12 - 14	24	7.5	34	10.6	58	18.0
15 - 21	58	18.0	38	11.8	96	29.8
Major (by college)						
Agriculture	21	6.6	5	1.6	26	8.2
Arts and Sciences	35	11.0	39	12.3	74	23.3
Business Administration	24	7.6	34	10.7	58	18.3
Education	23	7.3	56	17.7	79	24.9
Engineering, Architecture, and Technology	35	11.0	5	1.6	40	12.6
Home Economics	4	1.3	17	5.4	21	6.6
Veterinary Medicine	8	2.5	7	2.2	15	4.7
Other	3	1.0	1	0.3	4	1.3

(Table continues)

Table 10 (Continued)

Variable	Males n	Males %	Females n	Females %	Total n	Total %
Enrollment in degree program						
Yes	143	44.8	146	45.8	289	90.6
No	11	3.5	19	5.7	30	9.4
Miles to commute						
None	71	23.7	65	21.7	136	45.3
Up to 25 miles	29	9.7	41	13.7	70	23.3
26 - 50	15	5.0	19	6.3	34	11.3
51 - 75	22	7.3	27	9.0	49	16.3
Over 75	5	1.7	6	2.0	11	3.7
Number of years since last college enrollment						
Continuous enrollment since high school	20	6.5	16	5.2	36	11.7
First year of enrollment	9	2.9	6	1.9	15	4.8
1 - 5	59	19.0	65	21.0	124	40.0
6 - 10	41	13.2	33	10.7	74	23.9
11 - 15	18	5.8	20	6.5	38	12.3
Over 15	4	1.3	18	5.8	22	7.1
Other	-	-	1	0.3	1	0.3
Employment status						
Unemployed	36	11.3	72	22.5	108	33.8
Part-time	68	21.3	61	19.1	129	40.3
Full-time	50	15.6	33	10.3	83	26.0

(Table continues)

Table 10 (Continued)

Variable	Males n	Males %	Females n	Females %	Total n	Total %
Student job classification						
Managerial and professional speciality	44	15.6	33	11.7	77	27.2
Technical, sales and administrative support	15	5.3	25	8.8	40	14.1
Service	7	2.5	6	2.1	13	4.6
Farming, forestry, and fishing	5	1.8	-	-	5	1.8
Precision production, craft and repair	3	1.1	-	-	3	1.1
Operators, fabricators, and laborers	5	1.8	-	-	5	1.8
Student	34	12.0	29	10.3	63	22.3
Unemployed	28	9.9	46	16.3	74	26.2
Other	2	0.7	1	0.4	3	1.1
Primary activity before return to school						
Employed full-time	133	43.5	106	34.6	239	78.1
Employed part-time	2	0.7	10	3.3	12	3.9
Full-time homemaker	-	-	40	13.1	40	13.1
Other	9	2.9	6	2.0	15	4.9
Job classification before return to school						
Managerial and professional speciality	62	22.6	57	20.8	119	43.4
Technical, sales, and administrative support	26	9.5	51	18.6	77	28.1
Service	3	1.1	5	1.8	8	2.9

(Table continues)

Table 10 (Continued)

Variable	Males n	Males %	Females n	Females %	Total n	Total %
Farming, forestry, and fishing	2	0.7	1	0.4	3	1.1
Precision production, craft, and repair	23	8.4	-	-	23	8.4
Operators, fabricators, and laborers	9	3.3	1	0.4	10	3.7
Student	1	0.4	-	-	1	0.4
Unemployed	-	-	22	8.0	22	8.0
Other	9	3.3	2	0.7	11	4.0
Reason for attending college						
A way to meet people	-	-	1	0.3	1	0.3
Career advancement	71	22.2	67	20.9	138	43.1
Career change	48	15.0	42	13.1	90	28.1
Extra time to fill	-	-	1	0.3	1	0.3
Personal growth and development	11	3.4	18	5.6	29	9.1
Updating education for future needs	19	5.9	28	8.8	47	14.7
Other	6	1.9	8	2.5	14	4.4

Note. Column totals may not equal 100% due to rounding. A dash (-) indicates there were no responses in that cell.

and 44-50 age groups, however, the females outnumbered the males by a larger margin. Very few students were aged 51 and older, and were nearly evenly distributed between males and females.

The largest category for spouse's age was 21-29 years. Over 37% of the respondents indicated this response with males having the largest percentage. However, females outnumbered the males in each category range from 30-57 years of age, however. Both males and females had 1 spouse in the 58-62 age range.

Items 3, 12, and 13 of the questionnaire (see Appendix A) asked the student to indicate a job title. For concise analysis and standardized reporting, the researcher coded those job titles into the classification system used by the U.S. Bureau of the Census (1982).

The largest number (45%) of spouses were employed in the managerial and professional speciality occupations. These were followed by technical, sales and administrative support jobs (22%).

The majority (36%) of the respondents had 2 children, followed by 0 children (23%) and 1 child (21%). These proportions held true for both males and females.

Many (58%) of the students had zero children aged under one through five years. Thirty-one percent, though, did have one child in this age group. Females were more likely than males to have no children of this age, while males were more likely than females to have one child in this age group.

Nearly 63% of the sample had no children aged 6 through 11 years. Of those who did, 27% had one in this age group. None of the females had three or four children of this age.

Over 75% of these students had no children aged 12 through

17 years. Females reported having one or two children of this age more often than males did. None had over two children in this category.

Two hundred sixty-one, or 85%, of the students had no children aged 18 and over. Just over 7% had 1, while 4% had 2 that fit this description. None of the males had 5 or 6 children of this age, while 1% of the females did.

These numbers supported the trend discussed in Chapter İ that Americans are having fewer children (80% of this sample had 0-2 chil- dren). When children were present, they were more likely to be under 1 through 11 years of age. Also supported were Aslanian and Brickell's 1980 national findings that women were more likely to return to school if their children were under age 18, and that adults were more likely to return to school when they had fewer than five children.

In this study, 12% of the students were classified as freshman/ sophomore, 37% were a junior/senior, and 52% were special/graduate/ veterinary students. The largest cell was occupied by females in the special/graduate/veterinary classification, followed by males in the same group. The classifications were collapsed for concise reporting purposes.

In this sample, 52% of the students were enrolled in 6-11 hours, 18% were in 12-14 hours, while 30% were in 15-21 hours. The hours were collapsed for more concise data analysis by three-hour intervals since most of the courses at OSU were offered for three-hours credit. At OSU, an undergraduate student enrolled in 12 or more semester hours during the fall 1987 term met the full-time classification, while graduate students enrolled in nine or more hours were considered

full-time (Oklahoma State University, 1986). Although this table does not show which students were ndergraduate or graduate, at least 48% of the respondents were considered full-time since they were enrolled in 12 or more hours.

Students indicated their major on the questionnaire (see Appendix A, item 8), which was coded by department into the appropriate academic college (Oklahoma State University, 1986). This process was followed since all graduate students are administratively enrolled in the Graduate College at OSU, but the researcher was interested to learn if the academic major made a significant difference on the perception of spouse support. The Education and Arts and Sciences colleges had the largest representation, 25% and 23% respectively, followed at 18% by Business Administration. The largest number of males were enrolled in the Arts and Sciences and the Engineering, Architecture, and Technology colleges - both were 11% of the sample. Females were most predominant in the Education college, followed by Arts and Sciences.

Over 90% of the nontraditional students were enrolled in a degree program. This figure held true for both males and females.

The largest number of students (45%) in this sample did not commute to OSU. However, 23% commuted from towns up to 25 miles away, and 16% commuted from 51-75 miles away. Males reported they did not commute more often than females, but females had higher frequencies in all other categories. The researcher felt, in retrospect, the question (see Appendix A, item 10) was somewhat confusing. At OSU, all driving students not living in dormitories were issued parking permits labeled "Commuter". Thus some students living in

Stillwater considered themselves commuters and responded in that manner.

Many (40%) of these students were returning to college after a 1-5 year absence. Another 24% were returning after 6-10 years, while 12% had been away 11-15 years. Males and females both had the largest frequency in the 1-5 year range.

Just over 40% of these students were working part-time, but 34% were unemployed and 26% worked full-time. With 66% of the students working, these numbers showed that most adults continued to work after returning to school, making the student role another part of their life. Most of the males worked part-time, followed by full-time then unemployed status. Females, though, tended to be unemployed, then work part-time, with the smallest number working full-time.

When asked to specify their current job, 27% were labeled managerial and professional speciality, 26% were unemployed and 22% classified themselves as student. Males tended to work more in the managerial and professional speciality areas, while females were more often unemployed.

Most of the students (78%) were employed full-time before their return to school. This was true for males and females. This supported the findings of Aslanian and Brickell's 1980 national study. Interestingly, the 13% who were full-time homemakers before returning to school were all females - no males chose this category.

Before returning to school, 43% of the adults were employed in a managerial and professional speciality occupation, followed by 28% in the technical, sales, and administrative support areas

(see Appendix D, item 13, for specific job titles). These trends held for both males and females. Further analysis revealed that only females considered themselves unemployed before returning to school, supporting the data in the previous paragraph.

The researcher was also interested in the students' primary reason for attending college. The two largest frequencies were found in career advancement (43%) and career change (28%), accounting for 71% of the responses. These figures supported earlier research as reported in Chapter I. Also of interest was that 15% of the adults were updating their education for future needs. "Other" responses or secondary reasons for returning to college were recorded and summarized in Appendix D, item 14.

Results Pertaining to Hypothesis One

In order to determine if significant differences existed in attitudinal spouse support between male and female nontraditional students, the Student's t test and analysis of variance F value statistical tests were used.

The attitudinal spouse support of students was measured in two ways. First, the student indicated their perception of their spouse's level of agreement on 14 items dealing with sex-typed roles and responsibilities. Then, the student entered their own thoughts about the same 14 items.

According to Huston-Hoburg (1984), a mean score of 4 to 6 (disagreement) on items a, c, d, e, f, h, i, j and k indicated a more nontraditional attitude, while a lower mean score of 1 to 3 (agreement) represented a more traditional attitude. Conversly, scoring from

1 to 3 on items b, q, l, m and n represented a more nontraditional attitude, while scores from 4-6 on those items showed a more traditional attitude. These items were included in Tables 11 and 12.

Perception of Spouse's Thoughts

The analysis of variance F value revealed significant differences did exist between spouses of male and female students (see Table 11). Individual items were subjected to the Student's t test, revealing significant differences on 10 of 14 items.

Item b, "A woman can be as intellectual as a man", revealed female spouses agreed with the statement than male spouses. On item c, "Being a wife and mother is a sufficient goal for a woman", females perceived their spouse had less agreement. Responses for item f, "A man should be the breadwinner in the family", revealed that female students felt their spouse would agree, but less strongly than the males felt their spouse would. Females perceived their spouse agreed less to item g, "Being a parent is as important for a man as it is for a woman". When item h was analyzed, the males felt their spouses disagreed stronger that "A man who is not settled into a job is not successful". Item i, "A man should not be expected to spend much time taking care of children", found males reporting their spouse would disagree more strongly. This trend was noted in item k, "A man should feel guilty if a woman financially supports him", as well. Items l, m, and n all showed females reporting their spouse would agree less strongly than spouses of males students. These included l, "A husband and wife should share childcare responsibilities", m," A husband and wife should share household responsi-

Table 11

Means, Standard Deviations, t-Values, and F Value for Spouse Attitudinal Support Scale, by Sex

Item	Males (n=155) M	Males (n=155) SD	Females (n=165) M	Females (n=165) SD	t
a) A woman's place is in the home.	4.26[a]	1.47	4.48[a]	1.46	-1.35
b) A woman can be as intellectual as a man.	1.35	.91	1.76	1.17	-3.49**
c) Being a wife and mother is a sufficient goal for a woman.	3.38	1.58	3.79	1.56	-2.34*
d) An intellectual woman is less feminine.	5.31	1.07	5.09	1.20	1.74
e) It is alright for a woman to attend school, as long as it doesn't disrupt the family routine.	3.69	1.63	3.42	1.70	1.43
f) A man should be the breadwinner in the family.	3.37	1.56	3.82	1.65	-2.48*
g) Being a parent is as important for a man as it is for a woman.	1.38	0.79	1.96	1.28	-4.84**

(Table continues)

Table 11 (Continued)

Item	Males (n=155) M	Males (n=155) SD	Females (n=165) M	Females (n=165) SD	t
h) A man who is not settled into a job is not successful.	3.89	1.41	3.27	1.57	3.69**
i) A man should not be expected to spend much time taking care of children.	5.17	1.03	4.37	1.37	5.89**
j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.	3.28	1.40	3.20	1.44	0.46
k) A man should feel guilty if a woman financially supports him.	4.60	1.21	4.28	1.39	2.25*
l) A husband and wife should share child-care responsibilities.	1.43	0.64	2.09	1.06	-6.69**
m) A husband and wife should share household responsibilities.	1.63	0.86	2.63	1.33	-7.87**

(Table continues)

Table 11 (Continued)

Item	Male (n=155) M	Male (n=155) SD	Female (n=165) M	Female (n=165) SD	t
n) A husband and wife should share financial responsibilities.	2.10	1.14	2.38	1.27	-2.04*
Average Scale Score	3.21	0.49	3.33	0.56	-2.12**
F = 4.46*					

[a]1=Strongly Agree, 2=Agree, 3=Somewhat Agree, 4=Somewhat Disagree, 5=Disagree, 6=Strongly Disagree

*$p < .05$

**$p < .01$

bilities", and n, "A husband and wife should share financial responsibilities".

Two of the differences occurred on attitudes concerning women's roles, while five of the differences were found in men's roles. All three of the shared responsibilities had significant differences among males and females. Thus, when the items were studied, the male students generally reported their spouses held more nontraditional attitudes toward sex-typed roles and responsibilities.

The average scale scores for males and females were similar, but the standard deviation of each score was small. This resulted in significant differences at the .01 level.

Student's Thoughts

When the adult students gave their responses to the same attitudinal items, significant differences among males and females were again noted through analysis of variance (see Table 12). The average scale scores were also similar values, but standard deviation of those scores was small, resulting in a significant F value.

Individual items were analyzed for differences, and 8 of the 14 items were significant. Item a, "A woman's place is in the home", had both males and females disagreeing, but female students disagreed more strongly than the males. When item c, "Being a wife and mother is a sufficient goal for a woman", was analyzed, males generally fit into the somewhat agree category, while females somewhat disagreed. While both male and female students disagreed with item d, "An intellectual woman is less feminine", females disagreed more strongly. On item e, "It is alright for a woman to attend school, as long

Table 12

Means, Standard Deviations, t-Values, and F Value for Student Responses to Attitudinal Support Scale, by Sex

Item	Males (n=145) M	Males (n=145) SD	Females (n=160) M	Females (n=160) SD	t
a) A woman's place is in the home.	4.26[a]	1.37	4.99[a]	1.17	-5.02**
b) A woman can be as intellectual as a man.	1.35	0.79	1.41	1.12	-0.51
c) Being a wife and mother is a sufficient goal for a woman.	3.40	1.59	4.04	1.70	-3.39**
d) An intellectual woman is less feminine.	5.23	1.67	5.60	0.80	-3.14**
e) It is alright for a woman to attend school, as long as it doesn't disrupt the family routine.	3.69	1.67	4.29	1.60	-3.19**
f) A man should be the bread-winner in the family.	3.27	1.69	4.34	1.40	-5.98**
g) Being a parent is as important for a man as it is for a woman.	1.47	0.87	1.49	1.12	-0.19

(Table continues)

Table 12 (Continued)

Item	Males (n=145) M	Males (n=145) SD	Females (n=160) M	Females (n=160) SD	t
n) A husband and wife should share financial responsibilities.	2.10	1.15	1.99	1.06	0.81
Average Scale Score	3.21	0.48	3.50	0.51	-5.10**
F = 25.89*					

[a]1=Strongly Agree, 2=Agree, 3=Somewhat Agree, 4=Somewhat Disagree, 5=Disagree, 6=Strongly Disagree

*$p < .05$

**$p < .01$

as it doesn't disrupt the family routine", males responded in agreement more often than females, who tended to somewhat disagree. Mean scores were even farther apart on item f, "A man should be the bread-winner in the family". Males tended to agree with the statement while most of the females disagreed. On item i, "A man should not be expected to spend much time taking care of children", females disagreed more strongly than males. Although the means of male and female responses were both in the somewhat agree area on item j, "It is alright for a man to go to school as long as it doesn't prevent him from providing for this family", males had a stronger level of agreement. Finally, item m, "A husband and wife should share household responsibilities", revealed agreement of males and females, yet females had a stronger level of agreement.

In the student responses, four items concerning attitudes toward women's roles were different for males and females, while three items concerning men's roles were different. Only one item related to shared responsibilities emerged with a significant difference. Females reported stronger nontraditional attitudes toward sex-typed roles and responsibilities than male students.

Summary

Analysis of the data from these nontraditional students revealed there were statistically significant differences between males and females on the attitudinal spouse support scale. These differences were evident on both measures of the scale. Thus, the first hypothesis was rejected.

Females tended to have more nontraditional attitudes toward

sex-typed roles and responsibilities. This finding held true whether the female was a spouse or a student

Interestingly, 5 of the 14 items found significant differences between males and females on both measures. These included c, f, i, k, and m. Both subscales were answered by the student, so apparently when different attitudes were present, the student accurately reported them.

Results Pertaining to Hypothesis Two

The second hypothesis declared there were no significant differences in emotional spouse support between male and female nontraditional students. To test this hypothesis, three separate measures of emotional spouse support were included on the questionnaire. Students first indicated the degree of emotional support given by others, then identified their most significant emotional supporter. Finally, various student/spouse interactions were analyzed.

Degree of Emotional Support

Of the seven categories included on the questionnaire, only two contained significantly different responses for males and females: Classmates and Student Services Staff (see Table 13). Females tended to perceive both of these groups as more emotionally supportive than the males did. The analysis of variance test did not produce significant differences for the entire scale.

The Children and Student Services Staff categories were both omitted by over 20% of the respondents. Perhaps those students were not aware of the Not Applicable response.

Table 13

Means, Standard Deviations, t-Values, and F Value for Degree of Emotional Support Scale, by Sex

	Males (n=155)		Females (n=167)		
Item	M	SD	M	SD	t
Spouse	1.46[a]	0.81	1.47[a]	0.86	-0.09
Children[b]	2.06 (n=82)	1.05	2.09 (n=109)	0.96	-0.21
Parents	1.58	1.02	1.69	1.08	-0.92
Friends	1.87	1.01	1.85	1.02	0.18
Classmates	1.85	1.12	1.55	1.01	2.48*
Instructors	1.88	1.10	1.81	1.05	0.63
Student Services Staff[b]	2.74 (n=125)	1.05	2.42 (n=130)	1.07	2.47*
Average Scale Score	1.88	0.58	1.80	0.63	1.27
F = 1.27					

[a]1=Very Supportive, 2=Moderately Supportive, 3=Mildly Supportive, 4=Rarely Supportive, 0=Not Applicable

[b]Over 20% of the students marked "Not Applicable" in this category and were omitted from analysis.

*$p < .05$

Source of Most Significant Emotional Support

When students were asked to identify their most significant emotional supporter, males and females both overwhelmingly chose their spouse (see Table 14). Males chose this response slightly more often than females, however.

There were slight differences in how frequently males and females chose other sources as their most significant emotional supporter. Six of the cells had less than five responses. The chi square analysis found no significant differences between male and female choices of their most significant emotional supporter.

Student/Spouse Interaction

When male and female responses were analyzed by the t test, only one item showed a significant difference (see Table 15). Item b, "My spouse is willing to help pay for my education", revealed that female students agreed more strongly than males.

Analysis of variance testing did not produce a significant F value for this scale. Thus, males and females were not considered different in their level of agreement with various student/spouse interactions.

Summary

Of the three measures of emotional spouse support, none concluded significant differences between males and females on the total scale. Two of the subscales did have individual items found to be statistically different. Thus, the second hypothesis was not rejected.

Table 14

Chi Square Analysis of Emotional Support Scale: Most Significant Supporter, by Sex

Source of support	Males (n=154) %	Females (n=165) %	x^2
Spouse	39.5	37.6	
Parents	2.5	3.8	
Classmates	0.6[a]	2.5	
Student Services Staff	0.3[a]	0.6[a]	
Children	0.6[a]	0.6[a]	
Friends	1.6	3.1	
Instructors	2.2	1.3[a]	
Other	0.9[a]	2.2	8.60

[a]Cell contains less than five responses.

Table 15

Means, Standard Deviations, t-Values, and F Value for Emotional Support: Student/Spouse Interaction Scale, by Sex

Item	Males (n=155) M	Males (n=155) SD	Females (n=166) M	Females (n=166) SD	t
a) I feel my spouse has developed positive attitudes about my being in school.	1.99[a]	1.22	1.96[a]	1.29	0.26
b) My spouse is willing to help pay for my education.	1.79	1.08	1.55	1.00	2.08*
c) I have adopted some new attitudes about men's/women's roles which are not in agreement with my spouse's views.	4.07	1.80	3.87	1.87	1.00
d) My spouse takes my interests seriously.	2.13	1.18	2.08	1.24	0.33
e) I find I have more conflicts with my spouse when I am enrolled in school.	3.70	1.84	3.85	1.90	-0.72
f) The quality of communication between my spouse and I is very good.	2.34	1.24	2.27	1.33	0.54

(Table continues)

Table 15 (Continued)

Item	Males (n=155) M	Males (n=155) SD	Females (n=166) M	Females (n=166) SD	t
g) I feel guilty when I must tell my spouse that I cannot do what he/she wants because I have to study.	3.14	1.53	3.25	1.67	-0.63
h) My spouse understands me very well.	2.28	1.13	2.52	1.34	-1.74
i) I understand my spouse very well.	2.33	1.01	2.28	1.11	0.44
Average Scale Score	2.64	0.55	2.63	0.60	0.14
F = 0.02					

[a]1=Strongly Agree, 2=Agree, 3=Somewhat Agree, 4=Somewhat Disagree, 5=Disagree, 6=Strongly Disagree, 0=Not Applicable

Results Pertaining to Hypothesis Three

The third hypothesis stated there were no significant differences in functional spouse support between male and female nontraditional students. To test the hypothesis, the functional spouse support of nontraditional students was measured in three ways. First, 12 household tasks were listed for the student to designate who was taking primary responsibility for each task since the return to school. Next, the student indicated how family members had adjusted to these changes in responsibilities. Finally, the type of childcare used by the student during class and study time was noted. The chi square statistical method was used for analysis.

Division of Household Tasks

The chi square analysis procedure found significant differences between expected and observed frequencies of males and females on each of the 12 tasks listed (see Table 16). Some of the cells had fewer than five responses, and should be interpreted statistically with caution.

Tasks for which the male student assumed responsibility included Minor Household Repair, Lawn Care/Snow Removal, Taking Out Trash, and Car Repairs. Interestingly, the female students replied their spouse usually assumed these responsibilities, as well. The female students also added their spouse has greater responsibility for Contributing to Family Income. Perhaps this last finding related back to the Description of Respondents (see Table 10) where female students reported an unemployment status more often than males.

Table 16

Chi Square Analysis of Functional Support Scale: Division of Household Tasks, by Sex

Items/Assignment of Responsibility	Males (n=155) %	Females (n=165) %	x^2
Cooking			
Student/significant[a]	5.66	19.18	
Student/somewhat[b]	3.14	12.58	
About equal[c]	11.32	8.18	
Spouse/somewhat[d]	13.84	6.60	
Spouse/significant[e]	14.15	5.35	63.44**
Kitchen Clean-Up			
Student/significant	3.79	15.77	
Student/somewhat	6.62	15.14	
About equal	11.99	10.73	
Spouse/somewhat	15.14	6.31	
Spouse/significant	11.04	3.47	57.92**
Minor Household Repair			
Student/significant	21.00	1.88	
Student/somewhat	16.61	3.45	
About equal	8.78	14.11	
Spouse/somewhat	1.25*	16.93	
Spouse/significant	0.94*	15.05	165.18**
Laundry			
Student/significant	3.45	21.00	
Student/somewhat	5.02	11.29	
About equal	8.46	9.40	
Spouse/somewhat	13.79	5.64	
Spouse/significant	17.87	4.08	86.43**

(Table continues)

Table 16 (Continued)

Items/Assignment of Responsibility	Males (n=155) %	Females (n=165) %	x2
Grocery Shopping			
Student/significant	3.44	20.63	
Student/somewhat	4.69	11.25	
About equal	19.38	14.06	
Spouse/somewhat	10.94	3.44	
Spouse/significant	10.00	2.19	78.95**
Lawn Care/Snow Removal			
Student/significant	26.80	1.96	
Student/somewhat	11.11	2.29	
About equal	8.50	10.46	
Spouse/somewhat	1.63	10.13	
Spouse/significant	0.65*	26.47	177.92**
Taking Out Trash			
Student/significant	16.56	3.82	
Student/somewhat	13.69	3.18	
About equal	14.01	16.56	
Spouse/somewhat	4.46	8.60	
Spouse/significant	0.64*	18.47	102.57**
Housecleaning			
Student/significant	1.25*	15.63	
Student/somewhat	4.38	16.88	
About equal	16.56	14.06	
Spouse/somewhat	18.13	3.44	
Spouse/significant	8.13	1.56	109.40**

(Table continues)

Table 16 (Continued)

Items/Assignment of Responsibility	Males (n=155) %	Females (n=165) %	x^2
Car Repairs			
Student/significant	33.33	1.89	
Student/somewhat	9.43	0.94*	
About equal	4.72	8.18	
Spouse/somewhat	0.31*	12.26	
Spouse/significant	0.63*	28.30	234.52**
Driving Children	(n=116)	(n=122)	
Student/significant	2.52	17.65	
Student/somewhat	3.36	7.56	
About equal	26.89	16.39	
Spouse/somewhat	7.14	5.88	
Spouse/significant	8.82	3.78	41.88**
Paying Bills/Keeping Checkbook			
Student/significant	10.31	21.25	
Student/somewhat	5.31	4.69	
About equal	9.69	9.38	
Spouse/somewhat	9.38	3.75	
Spouse/significant	13.75	12.50	19.88**
Contributing to Family Income			
Student/significant	6.58	2.19	
Student/somewhat	5.33	1.25*	
About equal	17.24	12.54	
Spouse/somewhat	8.46	5.33	
Spouse/significant	10.97	30.09	47.88**

(Table continues)

Table 16 (Continued)

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[a]Response choice was "You take significantly greater responsibility."

[b]Response choice was "You take somewhat greater responsibility."

[c]Response choice was "About equal."

[d]Response choice was "Spouse takes somewhat greater responsibility."

[e]Response choice was "Spouse takes significantly greater responsibility."

*Cell contains less than five responses.

**$p < .01$

The female respondents indicated they assumed responsibility for Cooking, Kitchen Clean-Up, Laundry, Grocery Shopping, and House-cleaning. Male students indicated their spouse also was responsible for these tasks.

Some categories were not so strongly defined along gender lines, although significant differences were found. Males reported most often that they and their spouse equally shared resposibility for Driving Children. Females stated they usually assume this responsibility, yet many also equally share the task with their spouse. Many students did not respond to this item since they have no children. When the task of Paying Bills/Keeping Checkbook was analyzed, the four largest frequencies were found at each of the extreme cells. Females reported most often they have significant responsibility for the task, followed by their spouse having significant responsibility. Conversely, male students contended their spouse had significant responsibility for Paying Bills/Keeping Checkbook, followed by the student himself being significantly responsible.

Interestingly, some of the tasks had relatively high frequencies in the middle category, indicating students and their spouses were

equally sharing that task. Those with over 20% sharing included Kitchen Clean-Up (23%), Minor Household Repair (23%), Grocery Shopping (33%), Taking Out Trash (31%), Housecleaning (31%), Driving Children (43%), and Contributing to Family Income (30%).

Adjustments to Tasks

This measure of functional spouse support included four items. Analysis of the chi square test is presented in Table 17. Significant differences were found on three of the four items.

When adjustments made by the student were analyzed, a significant difference was found between male and female responses. Males reported most often that "I do just as much as I did when I was not in school", followed closely by "I perform fewer tasks since I began school...some things don't get done". However, the females largest frequency answer was "I perform fewer tasks since I began school...some things don't get done". Their next frequency was "I do just as much as I did when I was not in school". Responses provided by female students tended to be spread among the five choices. Males, however, concentrated their answers in the two categories mentioned above.

No significant difference was found between males and females in the reported adjustments made by their spouse. Both sexes had their largest frequencies in the "Spouse helps some with tasks I did before", followed by "Spouse helps much with tasks I did before". The frequency levels of males and females were very similar in all five categories.

Adjustments reportedly made by children in these families were significantly different between male and female students. Males

Table 17

Chi Square Analysis of Functional Support Scale: Adjustments to Tasks, by Sex

Items	Males (n=155) %	Females (n=166) %	x^2
Adjustments Made by Student			
1. I perform fewer tasks since I began school... some things don't get done.	18.07	20.87	
2. I do just as much as I did when I was not in school.	20.56	13.71	
3. I spend less time on each task now.	4.36	7.48	
4. I have others do things for me, so I am doing less now.	1.56	6.54	
5. Other	3.74	3.12	17.35**
Adjustments Made by Spouse			
1. Spouse assumes major responsibility for tasks that I did before I began school.	5.03	5.97	
2. Spouse helps much with tasks I did before.	11.32	12.58	

(Table continues)

Table 17 (Continued)

Items	Males (n=155) %	Females (n=166) %	x2
3. Spouse helps some with tasks I did before.	19.50	22.64	
4. Spouse rarely or never helps with tasks that I did before I began school.	6.92	7.86	
5. Other	5.03	3.14	2.18
Adjustments Made by Children			
1. Children help a great deal with tasks I did before.	1.59	2.54	
2. Children help some with tasks I did before.	7.62	16.83	
3. Children help each other more now that I am in school.	7.94	5.40	
4. Other	12.06	12.38	
5. Not applicable - no children	19.05	14.60	14.63**
Agreement With Adjustments			
1. Generally yes	45.71	42.54	
2. Generally no	1.90	9.84	16.58**

**$p < .01$

answered most often that the question was not applicable or they had no children, followed by the "Other" category (to examine these responses, see Appendix E, item 20c). Females, though, found that "Children help some with tasks I did before", followed by the not applicable or no children response.

The final item asked if the student generally agreed with these adjustments. Significant differences were found between males and females when responses were analyzed. Although both sexes generally agreed, males agreed more strongly than the females.

Childcare Arrangements

Significant differences were found between the sexes when their childcare arrangements were tabulated (see Table 18). Males most often declared the question was inapplicable, they had no children or no young children, followed by "Spouse cares for children". Females also chose most often the "Inapplicable, no children, no young children" response, but then reported "No problem, children in school" as the next highest frequency.

Interestingly, males and females had the same frequency on the "Day care or nursery" choice which was tied for third most frequent on each list. Also, both sexes had less than five responses on the "Babysitting pool" choice.

Summary

Clearly, significant differences did exist between males and females in their functional spouse support. Only one item in the Adjustments to Task scale - Adjustments made by spouse - did not

Table 18

Chi Square Analysis of Functional Support Scale: Childcare Arrangements, by Sex

Items	Males (n=152) %	Females (n=165) %	x^2
Spouse cares for children	14.83	8.20	
Relative cares for children	1.58	0.63[a]	
Paid sitters	3.79	5.36	
Day care or nursery	5.36	5.36	
Babysitting pool	0.00[a]	0.63[a]	
No problem, children in school	5.36	12.30	
Inapplicable, no children, no young children	17.03	19.56	18.88**

[a]Cell contains less than five responses.

**$p < .01$

find significant differences, yet each of the other measures did. Therefore, hypothesis three was rejected.

Results Pertaining to Hypothesis Four

The fourth hypothesis of this study declared there were no significant differences in attitudinal spouse support between categories of independent variables: a) age, b) spouse's age, c) number of children, d) student classification, e) semester hours of enrollment, f) academic college, g) returning status, h) employment status, i) primary activity before return to college, and j) reason for college attendance. Two measures comprised the attitudinal support scale. First, students noted their perceptions of their spouse's thoughts on 14 sex-typed roles and responsibilities. Then, they responded to the same 14 items based on their own thoughts.

Means and the analysis of variance F value were calculated by SAS for each variable, then the Tukey HSD procedure revealed where significant differences were located. The results were organized into tables by each significant variable. Both measures of attitudinal spouse support were presented on the same table for comparison purposes.

Significant Independent Variables

Student classification categories were collapsed into three groups for concise reporting purposes. Significant differences were found between two of these groups on the Perception of Spouse's Thoughts measure (see Table 19). Those students who were juniors and seniors had a significantly different mean from the special/graduate/veterinary students. Also, the F value had a significant finding

Table 19

Comparisons of Means and F Values on Attitudinal Support Scales, by Student Classification

Current classification	Perception of Spouse's Thoughts		Student's Thoughts	
	M	n	M	n
a) Freshman/Sophomore	3.37	38	3.37	37
b) Junior/Senior	3.17	117	3.35	111
c) Special/Graduate/ Veterinary	3.32	166	3.37	158
	F=3.53* (b,c)*		F=0.07	

Note. For tables 19-22, response choices were 1 = Strongly Agree, 2 = Agree, 3 = Somewhat Agree, 4 = Somewhat Disagree, 5 = Disagree, 6 = Strongly Disagree.
*$p < .05$

for the total scale.

When mean scores were compared by academic college, no significant differences were located on either measure (see Table 20). However, the total Student's Thoughts measure did produce a significant finding. Although individual colleges did not differ significantly when each was compared to all others, the total scale did detect a significant difference.

The student's primary activity before returning to school did contribute to significant differences on the Perception of Spouse's Thoughts scale (see Table 21). Students employed full-time reported

Table 20

Comparison of Means and F Values on Attitudinal Support Scales, by Academic College

College	Perception of Spouse's Thoughts M	n	Student's Thoughts M	n
a) Agriculture	3.16[a]	26	3.19[a]	26
b) Arts and Sciences	3.20	74	3.44	72
c) Business Administration	3.32	58	3.42	53
d) Education	3.25	78	3.32	76
e) Engineering, Architecture and Technology	3.23	39	3.18	37
f) Home Economics	3.50	21	3.58	20
g) Veterinary Medicine	3.52	15	3.43	14
h) Other	2.94	4	3.05	3
	F=1.74		F=2.23*	

[a]See Note, Table 19, for response choices.

*$p < .05$

their spouse's thoughts were significantly different from spouses of full-time homemakers. Also, the F value for the total scale was significant.

Of the seven reasons listed as the primary reason for attending college, two were found to yield means that were significantly different from each other (see Table 22). Mean scores of students attending for a career change reason and those updating their education for future needs revealed their perception of their spouse's thoughts were statistically different. The F value on that scale was also significant.

Table 21

Comparison of Means and F Values on Attitudinal Support Scales, by Primary Activity Before Return to School

Activity	Perception of Spouse's Thoughts		Student's Thoughts	
	M	n	M	n
a) Employed full-time	3.32[a]	238	3.40[a]	225
b) Employed part-time	3.21	12	3.25	12
c) Full-time homemaker	3.07	40	3.29	39
d) Other	3.13	15	3.17	15
	F=3.08* (a,c)*		F=1.50	

[a]See note, Table 19, for response choices.

*$p < .05$

Table 22

Comparison of Means and F Values on Attitudinal Support Scales, by Reason for Attending College

Primary reason	Perception of Spouse's Thoughts		Student Thoughts	
	M	n	M	n
a) A way to meet people	2.93[a]	1	3.57[a]	1
b) Career advancement	3.28	138	3.35	133
c) Career change	3.40	89	3.47	86
d) Extra time to fill	3.14	1	3.00	1
e) Personal growth and development	3.16	29	3.25	27
f) Updating education for future needs	3.11	47	3.27	43
g) Other	3.16	14	3.40	13
	F=2.09*(c,f)*		F=1.19	

[a]See Note, Table 19, for response choices.

*$p < .05$

Other Findings

The researcher tested other background variables of the nontraditional students for significant differences on the attitudinal spouse support scales. Other variables entered for consideration included student and spouse ages, number of children, semester hours of enrollment, returning status, and employment status.

However, neither analysis of variance nor the Tukey HSD procedure revealed statistically significant differences. These results held true on both measures of attitudinal spouse support.

Summary

Background variables of the students found to make a significant difference between means of the Perception of Spouse's Thoughts measure were student classification, primary activity before returning to college, and primary reason for attending college. F values were also significant for the same variables.

None of the variables produced significant differences between means of the Student's Thought scale. Only one variable, the academic college, resulted in a significant F value.

Therefore, four sections of this hypothesis were rejected since significant differences were found: d) student classification, f) academic college, i) primary activity before return to college, and j) reason for college attendance. The remaining six sections of the hypothesis were not rejected.

Results Pertaining to Hypothesis Five

The fifth hypothesis of this study stated there were no significant

differences in emotional spouse support between categories of independent variables: a) age, b) spouse's age, c) number of children, d) student classification, e) semester hours of enrollment, f) academic college, g) returning to college, and j) reason for college attendance. The emotional spouse support perceived by nontraditional students was measured in three ways: the degree of support given by others, the most significant supporter, and student/spouse interactions.

The tables and text in this section specify where significant differences were found. The information was then summarized.

Degree of Emotional Support

Means were tabulated for each variable to establish the degree of emotional support given to nontraditional students by others. The Tukey HSD procedure then compared each mean to determine if it was significantly different from any other. Also the analysis of variance F value was analyzed for statistical significance.

Significant Independent Variables

When the student's age was considered for analysis, significant differences were found (see Table 23). Students aged 44-50 years reported receiving significantly less emotional support than those aged 51-57, yet the 44-50 year-olds received a significantly greater degree of support than the 58-62 year-olds. Also, the 51-57 year-olds received significantly greater degrees of emotional support than those in the 58-62 years of age range. The F value for the total scale was statistically significant.

Some of the students have been continuously enrolled in college

since high school, while others were returning after being away for over 15 years. Although there were no significant differences between the means of any of the groups, the F value for the variable was statistically significant (see Table 24). Thus, differences did exist, but were not distinct.

Table 23

Comparison of Means and F Value on Degree of Emotional Support Scale, by Age

	Degree of support from others	
Age	M	n
a) 25-29	1.87	121
b) 30-36	1.85	114
c) 37-43	1.84	60
d) 44-50	1.63	22
e) 51-57	1.32	5
f) 58-62	3.43	1
	F=2.79* (d,e; d,f; e,f)*	

Note. For Tables 23-24, response choices were 1 = Very Supportive, 2 = Moderately Supportive, 3 = Mildly Supportive, 4 = Rarely Supportive, 5 = Not Applicable.

*$p < .05$

Other Findings

Other background variables were tested by the researcher for significant differences in the degree of emotional support given by others to nontraditional students. These included spouse's age, number of children, student classification, semester hours of enrollment, academic college, employment status, primary activity before return to college, and reason for attending college.

Table 24

Comparison of Means and F Value on Degree of Emotional Support Scale, by Returning Status

Number of years since last college enrollment	Degree of support from others	
	M	n
a) Continuous enrollment since high school	1.90[a]	36
b) First year of enrollment	1.46	15
c) 1-5	1.94	124
d) 6-10	1.81	74
e) 11-15	1.80	38
f) Over 15	1.56	22
g) Other	2.57	1
	F=2.80*	

[a]See Note, Table 23, for response choices.

*$p < .05$

None of these variables produced statistically significant findings by the analysis of variance F value of the Tukey HSD procedure. Thus, 8 of 10 student characteristics tested did not significantly influence the degree of emotional support received.

Most Significant Supporter

Students indicated their most significant emotional supporter from eight choices. Background variables were categorized, then mean scores were tabulated for all students fitting the categories. The Tukey HSD test compared all sets of means to search for significant differences. Also, the analysis of variance F value revealed if the scale was influenced by the variable.

The tables and text in this section specify where significant differences were found. The information was then summarized.

Significant Independent Variables

The hours currently enrolled in ranged from 6 to 21, and were divided into three groups. Significant differences were found by the Tukey test between students enrolled in 6-11 hours and those enrolled in 12-14 hours (see Table 25). Also, students enrolled in 6-11 hours had significantly different means from those enrolled in 15-21 hours. As the number of hours increased, the means of the group decreased, suggesting more support was received from the spouse. The F value calculated for this variable was also statistically significant.

The academic college chosen by the student did yield a significant finding. All of the eight means were found in the 1.00 to 1.52

range, but those two extreme scores were considered significantly different from each other by the Tukey HSD procedure (see Table 26). The two colleges were Home Economics and Other (Appendix D, item 8). The F value was also significant when the academic college was considered.

Table 25

Comparison of Means and F Value on Emotional Support Scale: Most Significant Supporter, by Semester Hours of Enrollment

	Source of support	
Number of hours	M	n
a) 6-11	2.22	167
b) 12-14	1.52	58
c) 15-21	1.51	95
	F=5.48* (a,b; a,c)*	

Note. For Tables 25-27, response choices were 1 = Spouse, 2 = Parents, 3 = Classmates, 4 = Student Services, 5 = Children, 6 = Friends,

Students reported they were unemployed, working part-time or full-time while attending college. Those with part-time jobs had Table 27). These results suggested that as the student spent less time at a paying job, the spouse was more readily identified as the most significant supporter. The F value for this variable was also statistically significant.

Table 26

Comparison of Means and F Value on Emotional Support Scale: Most Significant Supporter, by Academic College

College	Source of support M	n
a) Agriculture	1.19[a]	26
b) Arts and Sciences	1.22	72
c) Business Administration	1.22	58
d) Education	1.25	79
e) Engineering, Architecture and Technology	1.18	39
f) Home Economics	1.52	21
g) Veterinary Medicine	1.07	15
h) Other	1.00	4
	F=2.13*(f,h)*	

[a]See Note, Table 25, for response choices.

*$p < .05$

Other Findings

Other background variables were tested for significant differences on the student's most significant emotional supporter. These included student and spouse's age, number of children, student classification, returning status, primary activity before return to college, and reason for attending college.

Table 27

Comparison of Means and F Value on Emotional Support Scale: Most Significant Supporter, by Current Employment Status

	Source of support	
Employment status	M	n
a) Unemployed	1.76[a]	108
b) Part-time	1.65	126
c) Full-time	2.34	83
	F=3.49* (b,c)*	

[a]See Note, Table 25, for response choices.

*$p < .05$

However, none of these variables yielded statistically significant results by the analysis of variance F value or the Tukey HSD prodecure. Therefore, 7 of 10 variables tested did not significantly influence who was chosen as the students most significant emotional supporter.

Student/Spouse Interaction

This third measure of emotional support consisted of nine statements to which students indicated their level of agreement. The means from those responses were calculated according to the student background variable specified by the researcher.

The Tukey HSD test compared all category means within each variable for significant differences. The next test performed was analysis of variance to determine if the variable produced a statistically significant F value.

Significant Independent Variables

The student's age ranged from 25 to 62 years. When group means were compared, significant differences were found between those aged 25 to 29 years and those aged 51 to 57 years (see Table 28). Generally, as the range of ages increased, the level of agreement decreased. The F value was statistically significant for this variable.

The spouse's age also contributed to significant findings (see Table 28). Again, as the age increased, the level of agreement usually decreased. Spouses aged 21 to 29 years made a significant difference in the student/spouse interactions when compared to the 51 to 57 year-olds. Also, when the spouse was in the 30 to 36 age range, means were significantly different from the 51 to 57 year-olds. The F value was again statistically significant.

Students reported having zero to six children. Students with zero children had significantly lower means on this measure than students with four children (see Table 29). Also, students with one child had significantly lower means than students with four

Table 28

Comparison of Means and F Value on Emotional Support Scale: Student/ Spouse Interaction, by Age

Age	Agreement with interactions M	n
	Student's Age	
a) 25 - 29	2.56	121
b) 30 - 36	2.62	113
c) 37 - 43	2.70	60
d) 44 - 50	2.94	22
e) 51 - 57	2.93	5
f) 58 - 62	2.78	
	F=2.25*(a,e)*	
	Spouse's Age	
a) 21 - 29	2.57	121
b) 30 - 36	2.61	109
c) 37 - 43	2.72	58
d) 44 - 50	2.69	22
e) 51 - 57	3.17	10
f) 58 - 62	2.67	2
	F=2.43*(a,e;b,e)*	

Note. For Tables 28 - 30, response choices were 1=Strongly Agree, 2=Agree, 3= Somewhat Agree, 4=Somewhat Disagree, 5=Disagree, 0=Not Applicable.

*$p < .05$

children. Closer analysis of all the means showed that as the number of children increased, the agreement with student/spouse interactions generally decreased. The exception to this trend was found with five children where the lowest mean was recorded, but the lowest frequency was also noted, accounting for the exclusion by Tukey. The F value was also statistically significant for this variable.

Table 29

Comparison of Means and F Value on Emotional Support Scale: Student/Spouse Interaction, by Number of Children

Total number of children	Agreement with interactions	
	M	n
a) 0	2.52[a]	71
b) 1	2.60	64
c) 2	2.66	110
d) 3	2.67	34
e) 4	3.03	20
f) 5	2.50	2
g) 6	3.00	7
	F=2.83* (a,e; b,e)*	

[a]See Note, Table 28, for response choices.

*$p < .05$

Students were enrolled in 6 to 21 hours. No significant differences were found between the means of 6-11, 12-14, or 15-21 hours (see Table 30). The F value was statistically significant for this variable.

As the hours of enrollment increased, the agreement with student/spouse interactions also increased. Therefore, although the category means were not different enough to be considered significant by the Tukey test, the F value acknowledged that the number of hours of enrollment was a significant influence on the student/spouse interactions.

Table 30

Comparison of Means and F Value on Emotional Support Scale: Student/Spouse Interaction, by Semester Hours of Enrollment

	Agreement with interactions	
Number of hours	M	n
a) 6-11	2.71[a]	168
b) 12-14	2.57	58
c) 15-21	2.55	96
	F=3.09*	

[a]See Note, Table 28, for response choices.

*$p < .05$

Other Findings

Other variables were tested to determine if they made a significant difference on student/spouse interactions. These included student classification, academic college, returning status, employment status, primary activity before returning to college, and reason for attending college.

Statistical tests did not produce any significant findings

on these variables. Thus, 6 of the 10 variables did not significantly influence student/spouse interactions.

Summary

The emotional spouse support of nontraditional students was measured by three subscales: the degree of support given by others, the most significant supporter, and student/spouse interaction. Each of these was analyzed by student background variables to determine if significant differences were present.

Of the 10 variables tested, 2 influenced the degree of emotional support given to nontraditional students by others. The student's age was statistically significant when tested by Tukey HSD and analysis of variance, while the student's returning status revealed a significant F value.

When students selected their most significant supporter, semester hours of enrollment, academic college, and current employment status were all found to significantly influence the choice. The three variables were found statistically significant by the Tukey and F value tests.

Variables found to contribute to significant differences between means in the agreement levels of student/spouse interactions were student's age, spouse's age, and number of children. The F value reached a significant level when student's age, spouse's age, number of children, and semester hours of enrollment were tested.

Therefore, seven sections of this hypothesis were rejected since significant differences were found: a) age, b) spouse's age, c) number of children, e) semester hours of enrollment, f) academic

college, g) returning status, and h) employment status. The remaining three sections of the hypothesis were not rejected.

Results Pertaining to Hypothesis Six

The sixth hypothesis of this study declared there were no significant differences in functional spouse support between categories of independent variables: a) age, b) spouse's age, c) number of children, d) student classification, e) semester hours of enrollment, f) academic college, g) returning status, h) employment status, i) primary activity before return to college, and j) reason for college attendance. The functional support of nontraditional students was assessed in three ways. The division of household tasks, adjustments made by each family member to household tasks, and childcare arrangements were all considered.

Background variables were categorized, then mean scores were calculated for each category. The Tukey HSD procedure compared all means for significant differences. Analysis of variance testing yielded F values that were checked for statistical significance.

The tables and text in this section present the findings related to functional spouse support. A summary is also included.

Division of Household Tasks

Twelve common household tasks were listed on the questionnaire, then the student indicated whether they or their spouse took responsibility for the task or if it was shared. Frequencies were calculated for the reported assignments when each variable was entered for analysis.

Significant Independent Variable

Students reported having 0 to 6 children (see Table 31). The number of children did not produce means that were significantly different from each other. However, the F value did reach a statistically significant level.

This finding suggested that the number of children did influence the division of household tasks. Some category frequencies might have been too small for the Tukey procedure to confirm where the differences were located.

Table 31

Comparison of Means and F Value on Functional Support Scale: Division of Household Tasks, by Number of Children

Total number of children	Responsibility for tasks	
	M	n
a) 0	2.84	70
b) 1	3.07	64
c) 2	2.99	110
d) 3	3.00	34
e) 4	2.73	20
f) 5	2.33	2
g) 6	3.33	7
	F=2.71*	

Table 31 (Continued)

Note. Response choices were 1 = You take significantly greater responsibility, 2 = You take somewhat greater responsibility, 3 = About equal, 4 = Spouse takes somewhat greater responsibility, 5 = Spouse takes significantly greater responsibility.

*$p < .05$

Other Findings

Other variables were tested to determine if they contributed to a significant difference in the division of household tasks. These included student and spouse age, student classification, semester hours of enrollment, academic college, returning status, employment status, primary activity before return to college, and reason for college attendance.

None of these independent variables produced statistically significant differences on the division of household tasks. Thus, only 1 of 10 characteristics was found that influenced household production.

Adjustments to Tasks

The second measure of functional spouse support sought to determine how the total division of household tasks had changed in the family since the student's return to school. Frequencies and means were calculated for each background variable, then the Tukey HSD procedure revealed where significant differences were located.

An analysis of variance F value was also calculated, testing all of the responses by the individual variables. Results are discussed

in this section.

Significant Independent Variables

The age of the student did influence the adjustments made by the student, spouse, and children (see Table 32). Students aged 25-29 had significantly higher means than students aged 30-36 and students aged 37-43. The F value was also statistically significant for this variable.

The spouse's age also contributed to significanlty different means (see Table 32). Students with a spouse aged 21-29 had a significantly higher mean than students with a spouse in the 37-43 years age range. The F value was also statistically significant.

Ages of the student and spouse both contributed to significant findings on the adjustments to tasks. The higher score attained by the youngest age group suggested major changes were not evident in the division of household tasks. Also, the younger age group was more likely to have no children or younger children than the other age groups, and chose responses 4 and 5 on item c, shifting the overall mean to a higher score.

The total number of children reported by students ranged from 0 to 6. When each number was analyzed, significant differences were found (see Table 33). Students with 0 children had significantly higher means than students with 1, 2, or 3 children. The F value was also statistically significant.

As noted earlier, students with 0 children chose response number 5 on item c, which raised the mean score. Also, students with 2 or 3 children, those with the lowest means, probably responded with

Table 32

Comparison of Means and F Value on Functional Support Scale: Adjustments to Tasks, by Age

Age	Student, spouse, and children adjustments M	n
	Student's Age	
a) 25 - 29	2.66	120
b) 30 - 36	2.25	114
c) 37 - 43	2.23	60
d) 44 - 50	2.47	22
e) 51 - 57	3.00	5
f) 58 - 62	2.75	1
	F=8.30*(a,b;a,c)*	
	Spouse's Age	
a) 21 - 29	2.59	121
b) 30 - 36	2.36	109
c) 37 - 43	2.23	58
d) 44 - 50	2.38	22
e) 51 - 57	2.42	10
f) 58 - 62	2.75	2
	F=3.21*(a,c)*	

Note. For Tables 32 -37, response choices were: Student adjustments, 1=Perform fewer tasks...some things don't get done, 2=Do just as much as when not in school, 3=Spend less time on each task, 4=Have others

(Table continues)

Table 32 (Continued)

do things for me, 5 = Other; Spouse adjustments, 1 = Assumes major responsibility, 2 = Helps much, 3 = Helps some, 4 = Rarely or never helps, 5 = Other; Children adjustments, 1 = Help a great deal, 2 = Help some, 3 = Help each other more, 4 = Other, 5 = Not applicable, no children; Agreement to adjustments, 1 = Generally yes, 2 = Generally no.

*$p < .05$

a 1 or 2 on item c, indicating the children now help with household tasks.

When the means of the student classifications were analyzed, significant findings resulted (see Table 34). Students who were in the junior/senior group had a significantly lower mean than the special/graduate/veterinary students. The F value was also statistically significant.

The number of years since the students last college enrollment led to significant findings. Students continuously enrolled since high school had significantly higher means than students returning after 11-15 years (see Table 35). Apparently students returning after a long absence tended to receive more help from their spouse and children with household tasks - this trend was noted after the first year of enrollment. The F value was also statistically significant for this variable.

Table 33

Comparison of Means and F Value on Functional Support Scale: Adjustments to Tasks, by Number of Children

Total number of children	Student, spouse, and children adjustments	
	M	n
a) 0	2.84[a]	71
b) 1	2.31	64
c) 2	2.24	110
d) 3	2.24	34
e) 4	2.46	20
f) 5	2.38	2
g) 6	2.48	7
	F=8.63*(a,b;a,c;a,d)*	

[a]See Note, Table 32, for response choices.

*$p < .05$

Table 34

Comparison of Means and F Value on Functional Support Scale: Adjustments to Tasks, by Student Classification

Current classification	Student, spouse, and children adjustments	
	M	n
a) Freshman/Sophomore	2.38[a]	38
b) Junior/Senior	2.33	119
c) Special/Graduate/ Veterinary	2.51	165
	F=3.09* (b,c)*	

[a]See Note, Table 32, for response choices.

*$p < .05$

The employment status of the student produced means with significant findings by the Tukey procedure (see Table 36). Students employed part-time had significantly higher means than the student working full-time. This finding suggested that full-time employment encouraged the spouse and children to help more, though the student might be either performing fewer tasks or maintaining the level of responsibility. The F value was also statistically significant for this variable.

Table 35

Comparisons of Means and F Value on Functional Support Scale: Adjustments to Tasks, by Returning Status

Number of years since last college enrollment	Student, spouse, and children adjustments	
	M	n
a) Continuous enrollment since high school	2.77[a]	36
b) First year of enrollment	2.29	15
c) 1-5	2.45	124
d) 6-10	2.41	73
e) 11-15	2.33	38
f) Over 15	2.15	22
g) Other	2.25	1
	F=2.90* (a,e; a,f)*	

[a]See Note, Table 32, for response choices.

*$p < .05$

Results from the Tukey HSD procedure revealed in Table 37 that students who were full-time homemakers before returning to school had significantly lower means than students who were engaged in Other activities (see Appendix D, item 13 for explanation). Perhaps the student who had been a full-time homemaker was now performing fewer household tasks, while the spouse and children were helping more. The F value was also statistically significant.

Table 36

Comparison of Means and F Value on Functional Support Scale: Adjustments to Tasks, by Current Employment Status

	Student, spouse and children adjustments	
Employment status	M	n
a) Unemployed	2.39[a]	108
b) Part-time	2.53	128
c) Full-time	2.33	83
	F=3.16* (b,c)*	

[a]See Note, Table 32, for response choices.

*$p < .05$

Other Findings

Other student characteristics were tested to determine if they led to significant differences in the student, spouse, and children adjustments to household task responsibilities. These included semester hours of enrollment, academic college, and reason for college attendance.

None of these three variables resulted in statistically significant differences. These results held true for both the Tukey HSD procedure and the analysis of variance.

Table 37

Comparison of Means and F Value on Functional Support Scale: Adjustments to Tasks, by Primary Activity Before Return to School

	Student, spouse, and children adjustments	
Activity	M	n
a) Employed full-time	2.42[a]	238
b) Employed part-time	2.25	12
c) Full-time homemaker	2.20	40
d) Other	2.68	15
	F=3.13* (c,d)*	

[a]See Note, Table 32, for response choices.

*$p < .05$

Childcare Arrangements

These nontraditional students indicated the childcare arrangement they used most frequently while they attended class or studied. Background variables were categorized, then the childcare arrangement responses were reported by mean scores in each category. The Tukey HSD procedure compared all means to locate significant differences.

An analysis of variance F value was calculated for each variable. Statistically significant F values confirmed which variables were likely to produce significant differences in the childcare arrangement chosen.

Significant Independent Variables

The student's age produced significant findings in the childcare arrangements. Students in the 30-36 age range had significantly lower means than students aged 25-29, 37-43, 44-50, or 51-57 (see Table 38). After age 36, the mean scores increased, implying the children were in school or there were no young children. The F value was also statistically significant for the variable.

When the spouse was aged 30-36, the mean was significantly lower than students whose spouse was in the 37-43 age range (see Table 38). The F value was also statistically significant.

The number of children reported by students ranged from 0 to 6, and produced significant findings when analyzed (see Table 39). Students with zero children chose that appropriate response, and the group was large enough to be considered statistically different from all other groups except students with five children. The F value was quite high for this variable and was statistically significant.

The student's current employment status was found to impact the childcare arrangements (see Table 40). Students who worked full-time had a significantly higher mean than students who were unemployed or worked part-time. As the time spent in paid employment increased, the mean score decreased. The F value was also statistically significant.

Table 38

Comparison of Means and F Value on Functional Support Scale: Childcare Arrangements, by Age

Age	Arrangements relied on	
	M	n
	Student's Age	
a) 25 - 29	4.86	119
b) 30 - 36	3.80	111
c) 37 - 43	5.02	60
d) 44 - 50	5.86	22
e) 51 - 57	7.00	5
f) 58 - 62	7.00	1
	F=5.82*(a,b;b,c;b,d;b,e)*	
	Spouse's Age	
a) 21 - 29	4.75	119
b) 30 - 36	3.94	107
c) 37 - 43	5.09	58
d) 44 - 50	5.41	22
e) 51 - 57	5.70	10
f) 58 - 62	7.00	2
	F=3.55*(b,c)*	

Note. For Tables 38 -40, response choices were 1=Spouse, 2=Relatives, 3=Paid sitters, 4=Day care or nursery, 5=Babysitting pool, 6=No problem, children in school, 7=Inapplicable, no children, no young children.

*$p < .05$

Table 39

Comparison of Means and F Value on Functional Support Scale: Childcare Arrangements, by Number of Children

Total number of children	Arrangements relied on	
	M	n
a) 0	7.00[a]	68
b) 1	3.72	64
c) 2	3.68	109
d) 3	3.76	34
e) 4	5.00	20
f) 5	3.50	2
g) 6	4.00	7
	F=22.87*(a,b;a,c;a,d;a,e;a,g)*	

[a]See Note, Table 38, for response choices.

$p < .05$

Table 40

Comparison of Means and F Value on Functional Support Scale: Childcare Arrangements, by Current Employment Status

	Arrangements relied on	
Employment status	M	n
a) Unemployed	5.11[a]	108
b) Part-time	4.85	124
c) Full-time	3.70	83
	F=9.24[a] (a,c; b,c)*	

[a]See Note, Table 38, for response choices.

*$p < .05$

Other Findings

Other student characteristics were also tested to determine if they influenced the childcare arrangements used most frequently by nontraditional students. These included student classification, semester hours of enrollment, academic college, returning status, primary activity before return to college, and reason for college attendance.

None of these independent variables yielded statistically significant differences. Thus, 6 of the 10 variables tested did not significantly influence the childcare arrangements.

Summary

The three measures of functional spouse support were each analyzed by 10 variables to determine if significant differences could be established. All of the variables were tested by the Tukey HSD procedure and analysis of variance.

None of the background variables produced significant differences between the means in the division of household tasks. The F value, however, was statistically significant on the number of children.

Independent variables found to produce significantly different means on the adjustment to tasks measure were student's age, spouse's age, number of children, student classification, returning status, employment status, and primary activity before return to school. These same variables also produced statistically significant F values.

The childcare arrangements of students were found to be significantly influenced by the student's age, spouse's age, number of children, and current employment status. Statistically significant findings were revealed by both Tukey and F values for each of these variables.

One of these independent variables, the number of children, led to significant findings on all three measures of functional spouse support. However, the student's age, spouse's age, and current employment status each had strong impact on two of the measures: adjustments to tasks and childcare arrangements. Therefore, seven sections of hypothesis six were rejected: a) age, b) spouse's age, c) number of children, c) semester hours of enrollment, g) returning status, h) employment status, and i) primary activity before return to college. The remaining three sections were not rejected.

Summary

This chapter presented the findings of spouse support research conducted at Oklahoma State University of students who were aged 25 and older, married, enrolled in at least 6 hours during the fall 1987 semester, and were U.S. citizens. Data from 323 questionnaires were analyzed by five statistical techniques: frequency counts, the Student's t test, the analysis of variance F value, the Tukey HSD procedure, and chi square. The respondents were described by 19 background variables. The researcher wrote six research hypotheses to determine if independent variables made a significant difference on either attitudinal, emotional, or functional spouse support.

Attitudinal spouse support was measured in two ways. First, the student indicated their perception of their spouses's level of agreement on 14 items dealing with sex-typed roles and resonsibilities. Then, the student entered their own thoughts about the same 14 items. Eleven independent variables were submitted to determine if they significantly influenced the student's responses to these items. As shown in Table 41, 5 of the 11 variables led to significant differences on at least one of the measures: sex, student classification, academic college, primary activity before return to college, and reason for return to college.

Also, females tended to have more nontraditional attitudes toward these sex-typed roles, responsibilities, and attitudes. This finding held true whether the female was a spouse or a student.

The emotional spouse support of students was measured in three ways. Students first indicated the degree of emotional support given by others, then identified their most significant emotional

Table 41

Summary of Significant Independent Variables on Attitudinal Spouse Support

Independent Variables	Perception of Spouse's Thoughts	Student's Thoughts
Sex	X	X
Student's age		
Spouse's age		
Number of children		
Student classification	X	
Semester hours of enrollment		
Academic college		X
Returning status		
Employment status		
Primary activity before return to college	X	
Reason for return to college	X	

supporter. Finally, various student/spouse interactions were analyzed. Table 42 summarizes which of the independent variables led to significant differences on the three measures. None of the variables were considered significant on all three measures. However, the student's age and semester hours of enrollment were significant on two of the areas, while spouse's age, number of children, academic college, returning status, and employment status were significant on one of the measures.

Functional spouse support was also measured in three ways. First, 12 household tasks were listed for the student to designate who was taking primary responsibility for each task since the return to school. Next, the student indicated how family members had adjusted to these changes in responsibilities. Finally, the type of childcare used by the student during class and study time was noted. As shown in Table 43, two of the independent variables led to significant differences on all three measures: sex and number of children. Variables considered significant on two of the measures were student's age, spouse's age, and employment status. Other variables leading to significant differences on one measure were student classification, returning status, and primary activity before return to college.

None of the background variables were considered significant on all eight measures of spouse support, yet all 11 variables were significant on at least one scale (see Figure 1). One variable, the sex of the student, did contribute to significant differences on five of the scales. Two variables, students's age and number of children, were significant on four of the scales. The other variables were significant on less than four of the scales.

Table 42

Summary of Significant Independent Variables on Emotional Spouse Support

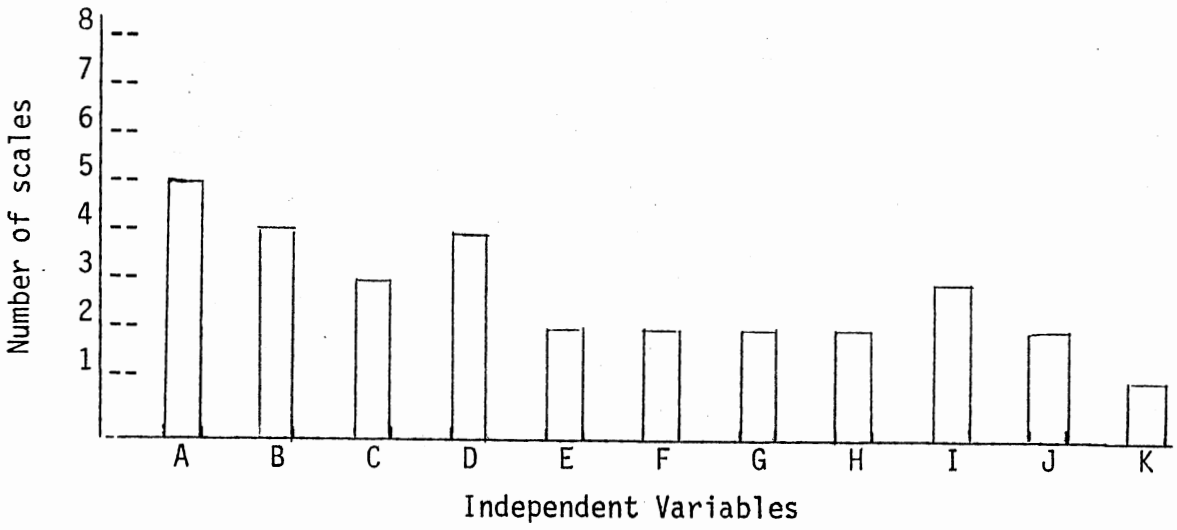
Independent Variables	Degree of Support	Most Significant Supporter	Student/ Spouse Interaction
Sex			
Student's age	X		X
Spouse's age			X
Number of children			X
Student classification			
Semester hours of enrollment		X	X
Academic college		X	
Returning status	X		
Employment status		X	
Primary activity before return to college			
Reason for return to college			

Table 43

Summary of Significant Independent Variables on Functional Spouse Support

Independent Variables	Household Tasks	Adjustments to Tasks	Childcare Arrangements
Sex	X	X	X
Student's age		X	X
Spouse's age		X	X
Number of children	X	X	X
Student classification		X	
Semester hours of enrollment			
Academic college			
Returning status		X	
Employment status		X	X
Primary activity before return to college		X	
Reason for return to college			

Figure 1. Frequency of independent variables' significance on spouse support scales.



A: Sex

B: Student's age

C: Spouse's age

D: Number of children

E: Student classification

F: Semester hours of enrollment

G: Academic college

H: Returning status

I: Employment status

J: Primary activity before return to college

K: Reason for return to college

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter was designed to unify and summarize all aspects of the research study. Therefore, sections were included for the purpose and objectives, hypotheses, research design, population and sample, instrument, data collection and analysis, findings, and conclusions. Relevant support from other research was also included.

Recommendations were also presented. They were divided into suggestions for university practices, including the College of Home Economics, future research, and the instrument.

Purpose and Objectives

The purpose of this study was to analyze spouse support of nontraditional students. More specifically, the study examined nontraditional students' perceptions of attitudinal, emotional, and functional spouse support. To fulfill this purpose, these specific objectives were formulated:

1. To develop a profile of students identified as nontraditional on the main Oklahoma State University (OSU) campus.

2. To compare perceptions of attitudinal, emotional, and functional spouse support from male and female nontraditional students.

3. To measure the reliability and validity of the research instrument.

4. To make recommendations for future research and for university practices based on the analysis of the data and review of the literature.

Hypotheses

The following hypotheses were tested in this study:

1. There were no significant differences in attitudinal spouse support between male and female nontraditional students.

2. There were no significant differences in emotional spouse support between male and female nontraditional students.

3. There were no significant differences in functional spouse support between male and female nontraditional students.

4. There were no significant differences in attitudinal spouse support between categories of independent variables: a) age, b) spouse's age, c) number of children, d) student classification, e) semester hours of enrollment, f) academic college, g) returning status, h) employment status, i) primary activity before return to college, j) reason for college attendance.

5. There were no significant differences in emotional spouse support between categories of independent variables: a) age, b) spouse's age, c) number of children, d) student classification, e) semester hours of enrollment, f) academic college, g) returning status, h) employment status, i) primary activity before return to college, j) reason for college attendance.

6. There were no significant differences in functional spouse support between categories of independent variables: a) age, b) spouse's age, c) number of children, d) student classification, e) semester hours of enrollment, f) academic college, g) returning

status, h) employment status, i) primary activity before return to college, j) reason for college attendance.

Research Design

This study was concerned with the perceptions and opinions of the respondents and was characteristic of descriptive research. To gather the data, the researcher chose to use the survey method.

This study was designed and implemented by the researcher and the advisory committee, but was conducted with the assistance of other university administrative units. Participants included the Vice President of Student Services, Office of Student Activities, Office of Institutional Research, and Registrar. These groups were interested in the research results and recommendations for their respective purposes.

Population and Sample

The OSU Office of Institutional Research identified 5,207 students of a total student body of 20,116 that were aged 25 and older and were enrolled for the fall 1987 semester. Of those, 2,106 were married, U.S. citizens, and 1351 were also enrolled in at least six hours. A random sample of 600 students was chosen. Usable questionnaires were returned by 323 students, resulting in a 56% response rate.

In retrospect, the researcher felt the response rate could have been higher under other circumstances. For example, the questionnaire was received by the students just two weeks before new versions of the federal income tax forms were due. However, after

April 15 passed, there were only two weeks of classwork remaining before final examinations began.

Each of the 323 students reported background characteristics. When all of the categories were summarized, the following profile of the married OSU nontraditional students emerged:

- Female
- Aged 25-29
- Spouse aged 21-29
- Spouse employed in managerial and professional specialty occupation
- Had 2 children, probably aged under 1 through 11 years
- Classified as special/graduate/veterinary student
- Enrolled in 6-11 hours
- Enrolled in the College of Education
- Enrolled in a degree program
- Did not commute to OSU
- Returned to school after a 1-5 year absence
- Employed part-time
- Employed in a managerial and professional specialty occupation
- Employed full-time before return to school
- Employed in a managerial and professional specialty occupation before return to school
- Returned to school for career advancement reasons.

These characteristics supported the findings of the national study conducted by Aslanian and Brickell (1980) and the original study using this questionnaire performed by Huston-Hoburg (1984).

These findings were similar to a study of over 200 Ohio State University male and female returning students (Blanshan, S., Burns, J., & Geig, A., 1984). Their typical nontraditional student was female, 25-29 years old, had been out of school for one to five years, was enrolled full-time at the undergraduate level in the Arts and Sciences college, was in a degree program, was married, had children, was employed full-time, and returned to school for career-related reasons.

Another profile of adult students was compiled by Sewell (1984).

Over 900 students who enrolled in the University of Wisconsin system contributed to the study. The typical adult student was female, married with dependent children, aged between 25 and 34, and was employed full-time in a professional, technical, or managerial occupation. Only undergraduates in a degree-seeking program were surveyed.

The OSU Office of Institutional Research (1987) reported all students aged 25 and over attending OSU during the fall 1987 semester were profiled as:

- Male
- Single
- Aged 28-35
- Classified as a graduate student
- Enrolled in the College of Education
- Enrolled in 9 graduate credit hours or 12 undergraduate credit hours

This total population differed from the research sample by sex and marital status. In the total population, 41% of the students were female and 59% were male, while the current study was 52% female and 48% male. Also, all in this study were married, whereas 52% of students aged 25 and over were single during the fall 1987 semester. The Office of Institutional Research reported different age categories than this study, but both had the majority of students in the 28-35 years of age range.

Data Collection and Analysis

The data were collected during the months of March and April, 1988. The entire sample received a follow-up postcard one week after they had received the questionnaire packet.

The Statistical Analysis System (SAS) was used for data analysis. Methods employed were the Students' t test, analysis of variance,

chi square, Tukey HSD, and frequency counts.

Findings

Since the purpose of this study was to determine the spouse support perceived by nontraditional students, the findings were reported by the three areas investigated. For this study, attitudinal support was defined as the perception of male and female roles, responsibilities, and attitudes. Emotional support was the perception of approval and encouragement of the student role from significant others. Functional spouse support was seen as the reported performance and adjustment to the division of household tasks and use of childcare by the student.

The third objective of this study was to test the research instrument for reliability and validity values. Those findings were also included in this section.

Attitudinal Spouse Support

Attitudinal spouse support was measured in two ways. Variables significantly influencing the Perceptions of Spouse's Thoughts were the sex of the student, student classification, primary activity before return to college, and reason for return to college. When the Student's Thoughts were analyzed on the same items, the sex and academic college of the student led to significantly different findings. Thus, five variables significantly influenced the attitudinal spouse support perceived by these students. Also, 5 of the 14 items were significantly different between males and females on both measures.

When the results were analyzed in detail by sex, females tended

to have more nontraditional attitudes toward these sex-typed roles and responsibilities. This finding held true whether the female was a spouse or a student. These gender findings were consistent with the Huston-Hoburg (1984) results, which also found significant differences between males and females in attitudinal spouse support.

In general, the attitudes of females were perceived to be more supportive of their husbands' enrollment in college than were husbands of their wife's return to school. This was also true in the DeGroot (1980) and Huston-Hoburg (1984) studies.

Students who were juniors or seniors, employed full-time before returning to college, and returned to college for career change reasons all had significantly less agreement with the attitudinal statements than others. The student's academic college made a significant but not distinct influence on attitudinal support.

Emotional Spouse Support

The perceived emotional spouse support of these students was measured in three ways. When students indicated the degree of support given by others, the student's age and returning status led to significant differences in the responses. Identification of the most significant supporter was significantly influenced by the student's semester hours of enrollment, academic college, and employment status. Agreement with various student/spouse interactions was significantly different when the student's age, spouse's age, number of children, and semester hours of enrollment were considered.

The degree of emotional support perceived from others revealed that students' aged 51-57 perceived the most support, while the

student aged 58-62 perceived the least support. The degree of support received was influenced by the students' returning status. Although there were no significant differences between the groups, the total scale was significantly influenced by the variable.

Interestingly, males and females both reported their spouse as "very" to "moderately" supportive of their student role, and were not significantly different in their responses. However, females reported a significantly greater degree of emotional support from classmates and student services staff than males did.

Males and females both overwhelmingly chose their spouse as their most significant supporter, and were not significantly different in this regard. Males chose this response slightly more often than females, however. Also, females were more likely to receive emotional support from parents, friends, and classmates, while males received emotional support from parents, instructors, and friends.

Other variables did lead to significant differences when selecting the most significant emotional supporter. Students enrolled in 15-21 semester hours, in "Other" academic college (see Appendix D, item 8), and employed part-time were more likely to select their spouse as their most significant supporter.

When agreement with student/spouse interactions was analyzed, four variables led to significant differences. Generally, as the number of children, the age of the student, or the age of the spouse increased, the level of agreement decreased. As the hours of enrollment increased, the agreement with student/spouse interactions also increased.

Functional Spouse Support

The functional spouse support of nontraditional students was measured in three ways. Variables found to influence the division of household tasks were the student's sex and number of children. When adjustments made to these divisions of tasks were analyzed, the student's sex, age, number of children, classification, returning status, employment status, and primary activity before return to college were significant, as was the spouse's age. Childcare arrangements used by the student were significantly different according to the student's sex, age, number of children, and employment status, as well as the spouse's age.

Males and females were significantly different on each of the 12 household tasks listed. Males reported they were responsible for minor household repair, lawn care/snow removal, taking out trash, and car repairs. Females indicated they were responsible for cooking, kitchen clean-up, laundry, grocery shopping, and housecleaning. The other tasks were not so clearly defined, although significant differences were found. These included driving children, paying bills/keeping checkbook, and contributing to family income.

The number of children also significantly influenced the perceived division of household tasks. However, the specific numbers of children reported were not statistically significant from each other, and patterns were not evident showing the extent of the influence. These household task findings were consistent with studies done by Fox and Nickols (1983) and Rowland, Nickols, and Dodder (1986).

Males and females were significantly different from each other in their adjustments to household tasks. Males reported they performed

as many household tasks while in school as when not enrolled, that help from children was not applicable, and they strongly agreed with these adjustments. Females, however, reported they performed fewer household tasks since returning to school, that children helped with tasks once performed by the student, and that they agreed with these adjustments, though not as strongly as the males did.

Other variables also led to significant differences in the adjustments to tasks. When the student was aged 25-29, or if the spouse aged 21-29, fewer adjustments were made to the tasks. Also, having 0 children, being a special/graduate/veterinary student, being continuously enrolled in college since high school, working part-time, and primarily engaged in "Other" activities (see Appendix D, item 13) before returning to school generally led to less adjustments in the family.

Males and females relied upon significantly different childcare arrangements when attending class or studying. Although both sexes were more likely to say there were no children or no young children, males then reported most frequently their spouse cared for children, or they used day care or that children were in school. Females then reported most frequently their children were in school, the spouse cared for children, or they used paid sitters or day care.

Other variables also significantly influenced childcare arrangements. Students and spouses aged 30-36 used a larger variety of arrangements than other age groups. Also, students with no children or no young children had significantly different arrangements than students with children. Those students employed full-time relied upon a variety of childcare arrangements.

Instrument

The current researcher used the same questionnaire items as Huston-Hoburg (1984) to gather perceptions of attitudinal, emotional, and functional spouse support. However, the first section requesting demographic information and other student characteristics was changed. Additionally, the final section which gathered institutional support information was modified by the OSU Student Activities office for their use (see Appendix A).

Two methods were used to measure the reliability of the instrument since it had not been reported in the Huston-Hoburg (1984) study: internal consistency and stability. Cronbach's alpha coefficient revealed that only one of the six scales, the Student's Perceptions of attitudinal spouse support, showed a strong level of internal consistency. The Adjustments to Household Tasks measure had a very low alpha coefficient and average correlation. However, the test/retest method for estimating stability found six of the eight measures to have high to very high correlations. These included both measures of attitudinal support, the most significant emotional supporter measure, and all three measures of functional support.

The validity of the research instrument was also measured with this sample. Each scale was subjected to factor analysis to determine construct validity. Unrotated factor loadings of .40 and above were considered adequate measures for the scale.

Eleven of the 14 Spouse Attitudinal Support items, or 79%, were considered acceptable, while 10 of the 14 Student Attitudinal Support items, 71%, had significant factor loadings. Two of the items received low loadings on both measures, while nine items were

acceptable to both scales. Factor structures were not well defined when the two measures were compared, as only 4 of the 14 items loaded on the same factor number.

All 7, or 100%, of the items comprising the Degree of Emotional Support scale loaded at a significant level. Three distinct factor structures emerged containing seven of the items.

The Household Tasks scale measuring functional support revealed 11 of the 12 items, 92%, were significant. Three factor structures emerged for nine of the items. When the Adjustments to Household Tasks scale was analyzed, two of the four items, 50%, were acceptable. Further testing by the Pearson correlation of coefficients test found very low correlations.

Many of the respondents wrote comments on their questionnaires concerning particular items. These were included in Appendix E. As revisions are made to the instrument, these insightful comments concerning format, interpretations, and wording should be considered.

Conclusions and Implications

Based on the findings of this research, several conclusions and implications were drawn concerning the spouse support of nontraditional students. The conclusions dealt with the spouse support of the students, as well as the research instrument.

Analysis of the data revealed that the 11 variables tested contributed to significant differences in the perceived attitudinal, emotional, and functional spouse support of these nontraditional students. The sex of the student most frequently led to significant differences, followed by the student's age and number of children.

Other variables leading to significant differences on three or less of the eight spouse support measures were spouse's age, student classification, semester hours of enrollment, academic college, returning status, employment status, primary activity before return to college, and reason for return to college.

Since the sex of the student led to significant differences on more than one-half of the measures, it clearly influenced the spouse support perceived by these students. Generally, husbands reported receiving more spouse support while attending college than wives did. This conclusion was also drawn by DeGroot (1980) and Huston-Hoburg (1984), the only two other studies to compare male and female spouse support.

Perhaps wives were more supportive of their husbands since the student role enhanced the traditional "breadwinner" role. More males than females were currently employed and were attending college for career advancement and career change reasons, supporting this suggestion. Another possibility for wives receiving less support was this additional role meant less time for home and family responsibilities, and these females reported performing less household tasks than they did before becoming a student.

Earlier studies (e.g., Berkove, 1978; Kaplan, 1982) concluded spouse support was important to the females' completion of college. Thus, the female students in this study might be less likely to complete college if support for the role is not forthcoming.

The student's age frequently led to perceived differences in emotional and functional spouse support. Although older students reported greater emotional support from others, the younger students

had greater agreement with student/spouse interactions and fewer adjustments to household tasks after becoming a student, while the early-30s age group had diverse childcare arrangements. Thus, all age groups had differing levels and areas of support from their spouse that could influence their student role.

Emotional and functional spouse support were also frequently influenced by the number of children in the family. Students with 0 or 1 child had greater agreement with student/spouse interactions. Also, those with 0 children had fewer adjustments to household tasks and childcare arrangements. Therefore, students with the least childcare responsibilities could concentrate more time in their student role.

Although not frequently significant, the spouse's age, student classification, semester hours of enrollment, academic college, returning status, employment status, primary activity before return to college, and reason for return to college were all significant in the student's attitudinal, emotional, and/or functional spouse support. Thus, these students had a total of 11 background characteristics influencing their spouse support.

Other conclusions also resulted from this study. Additional comments offered by the students covered topics ranging from advising, enrollment, parking, class scheduling, and administrative attitudes to the instrument. These comments were not summarized, but were included in Appendix E as they were written to learn more about the concerns of this nontraditional student group.

Testing of the research instrument provided preliminary insights into the validity and reliability values. Construct validity results

were fairly high, with only the Adjustments to Household Tasks scale producing a low value. When reliability was tested, the Student's Perceptions of Attitudinal Spouse Support was the only scale to be internally consistent, while both measures of attitudinal support, the most significant emotional supporter, and all three measures of functional support were considered stable. Therefore, the individual support scales should be reviewed and revised to create a stronger instrument.

Recommendations

Based on the findings and conclusions of this study, as well as other related research, the author compiled recommendations for future work concerning married nontraditional students. These were divided into suggestions for university practices, future research, and the instrument.

Specific recommendations were also made for the field of home economics in higher education. Since the current research was conducted by a home economist, the author believed the College of Home Economics could be a leader in supporting nontraditional students because of faculty expertise in family relations, time management, and other related topics.

University Practices

Since the support perceived by nontraditional students is important to their success in college, several suggestions are offered to university administrators, faculty, and staff. These are based on the spouse support findings, comments from the students, and

characteristics of the sample. Some of the recommendations will assist in the recruitment and retention of nontraditional students, as well.

1. Be as committed to the higher education needs of students aged 25 and older as those under age 25. Comments from students (see Appendix E, item 22) are mixed concerning this issue.

2. Consider the university profile of nontraditional students when designing services. For example, since the majority of adults are returning to college for career advancement reasons, information provided by the placement office to them should be different from that offered to 18-24 year-olds seeking entry-level positions.

3. Since most nontraditional students in this study are employed and have children, general education and upper-level classes should be offered during the day, evening, and on weekends. Scheduling classes was noted as a problem of many students (see Appendix E, item 22).

4. Many students expressed a need for better parking facilities (see Appendix E, item 22).

5. Department heads, faculty, and staff need to be sensitized to the unique needs of nontraditional students. This might be accomplished in workshops, departmental meetings, or newsletters. For example, if classes are not available at times convenient to these students, their enrollment figures will probably drop.

6. Counselors and advisors should be aware that husbands perceive more attitudinal support for their student role than wives do. This could lead to differing adjustments to and success in the student role.

7. Since females perceived a greater degree of emotional support from classmates and student services staff than males, peer groups or women's support groups might be a needed service for female students.

8. Recruitment materials and the university catalog should picture more adult students since they comprise over 25% of the student body.

9. Offer low-cost child care services on a drop-in basis. Many women must postpone higher education until children are in school since they can't afford high cost day care services.

10. Adjust office hours for enrollment, advising, placement, financial aid, and other student services for evening and weekend hours.

11. Offer enrollment by telephone.

12. Provide a lounge area for nontraditional students to use between classes.

13. Adjust recruiting practices to meet the schedule of students aged 25 and over. Adults are unable to leave work and home responsibilities for extended times to attend recruiting and orientation activities, but might attend if families are involved or if scheduled after working hours.

Home Economics

The researcher formulated specific recommendations for home economics administrators, faculty, and staff. These are in addition to items 1, 3, 5, 6, 7, 8, and 10 above and the 10 research recommendations offered below.

1. Since Home Economics students in this study were more likely

to select someone other than the spouse as the most significant emotional supporter,

a. continue to cooperate with other college groups and departments when planning student activities.

b. alert advisers to the finding so they might be sensitive to the student's needs.

2. Work with university officials to design and implement low-cost childcare for students on a drop-in basis.

3. Offer scholarships for adults attending school on a part-time basis since monies are limited in the Financial Aid office for part-time students.

4. Present current career information in class and through advisers.

5. Since nontraditional students overwhelmingly attend college for career advancement and career change reasons, offer the greatest support in these areas. For example, the College could co-support a Home Economics Placement Counselor in the University Placement Services office.

6. Since adults want academic information that is directly relevant to their career needs, advisers and faculty should be prepared to explain the value of home economics core courses.

7. Assume the leadership in designing a university-wide nontraditional students' lounge area.

8. Offer courses through Home Economics University Extension of special interest to nontraditional students.

9. Train Home Economics Cooperative Extension specialists and county agents to encourage spouse and family support of nontradi-

tional students. Programs could be offered at the county level to nontraditional students concerning time management, child care, marriage and family relationships, and efficient meal management.

10. Allow the faculty in the Home Economics Education and Community Services Department to assume the leadership in implementing services for nontraditional students.

Research

Suggestions were also formulated for future research. These included topics related to nontraditional students and spouse support as well as research design and the research instrument.

1. Replicate the current research at other institutions to gain additional information about the attitudinal, emotional, and functional spouse support of nontraditional students.

2. Conduct spouse support research at an urban university and land-grant university simultaneously, then compare the results.

3. Interview a sample of adult students for their further insights. Many lengthy comments were added to the current questionnaire (see Appendix E, item 22), indicating the need to express other opinions.

4. Test the effects of variable interactions on the three areas of spouse support. For example, would the semester hours of enrollment and employment status lead to significant differences in the division of household tasks?

5. Determine the influence of parents and their motivation of the adult student since they were chosen as the second most significant supporter following the spouse.

6. Contact recent alumni who were aged 25 and older when they completed college to determine the significance of spouse support to their completion.

7. Sample a larger percentage of students aged 44 and older when replicating the study. Some significant findings were apparent in this study in the older age groups, but a larger sample will help validate the results.

8. Conduct spouse support research with both American students and international students studying in America to determine significant differences.

9. Study the spouse support perceived by the spouse as well as the nontraditional student, then compare the findings.

10. Adapt the instrument for use in other educational settings, such as vocational-technical schools.

Instrument

1. Revise the questionnaire used in the current research to raise the construct validity values. Suggestions based on these research findings include:

a. items 15 b and g had low factor loadings on both measures of attitudinal support, indicating the need for wording changes.

b. item 18 g had a low factor loading. This statement dealt more with student guilt than interactions.

c. items 20 a and c had very low factor loadings and low correlations. Wording changes to make the response choices consistent would probably increase the scores.

2. Revise the questionnaire used in the current research to

raise the reliability values. Suggestions based on these research findings include:

a. increase the number of items on both emotional support scales and the adjustments to household tasks scale to raise the internal consistency values.

b. since the two lowest coefficients were both found in the emotional support scales when stability was tested, these responses might have actually changed during the two-week interval. This would indicate individual change, not revision to the instrument.

3. Consider the comments made by students in this study about the instrument when revisions are made. For example, students indicated:

a. items 3 and 4 should be reversed.

b. items 15 e, f, h, and j were poorly worded.

c. item 18 f should use the word "me" instead of "I".

d. item 19 should include a "Not Applicable" response since many did not have children.

2. Consider the comments made by students in this study about the instrument when revisions are made.

3. Publish the revised instrument for use at other higher education institutions.

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APPENDIX A

RESEARCH INSTRUMENT

BACKGROUND INFORMATION

Directions: Complete this page by placing a check (✓) in the appropriate space or by writing a short answer.

1. What is your sex? ___ Male ___ Female

2. What is your age? _____

3. What is your spouse's age? _____ Job title:_____

4. What is your marital status? ___Married___Separated___ Divorced

5. If you have children, what are their ages?_____

6. What is your current student classification?
   ___Freshman ___Sophomore ___Junior ___Senior
   ___Special Student___Master's___Doctorate___Veterinary Student

7. In how many hours are you currently enrolled? _____

8. What is your major? _____

9. Are you in a degree program? ___ Yes ___ No

10. Do you commute to OSU?_____ If yes, from where?_____

11. Are you returning to college?___ No, I have been continuously enrolled (except summer school) since high school. ___ No, I am in my first year of enrollment. ___ Yes, I am returning after being away ___ years.

12. Are you currently employed? ___ No
    ___ Yes, part-time (less than 40 hours per week). Job title: _____
    ___ Yes, full-time. Job title: _____

13. What was your primary activity during the time before your return to school?
    ___ Employed full-time. Job title:_____
    ___ Employed part-time. Job title:_____
    ___ Full-time homemaker
    ___ Other_____

14. What is your primary reason for attending college?
    ___ A way to meet people
    ___ Career advancement
    ___ Career change
    ___ Extra time to fill
    ___ Personal growth and development
    ___ Updating education for future needs
    ___ Other:_____

15. Below are statements regarding women and men. First, without consulting your spouse, please indicate (circle) how you think your spouse would respond to each statement. Then, in the space provided at the right, fill in the number corresponding to how you would respond.

1 = Strongly Agree
2 = Agree
3 = Somewhat Agree
4 = Somewhat Disagree
5 = Disagree
6 = Strongly Disagree

	Your Spouse's Thoughts						Your Thoughts
a) A woman's place is in the home.	1	2	3	4	5	6	____
b) A woman can be just as intellectual as a man.	1	2	3	4	5	6	____
c) Being a wife and mother is a sufficient goal for a woman.	1	2	3	4	5	6	____
d) An intellectual woman is less feminine.	1	2	3	4	5	6	____
e) It is alright for a woman to go to school, as long as it does not disrupt the family routine.	1	2	3	4	5	6	____
f) A man should be the breadwinner in the family.	1	2	3	4	5	6	____
g) Being a parent is as important for a man as it is for a woman.	1	2	3	4	5	6	____
h) A man who is not settled into a job is not successful.	1	2	3	4	5	6	____
i) A man should not be expected to spend much time taking care of children.	1	2	3	4	5	6	____
j) It is alright for a man to go to school as long as it doesn't prevent him from providing for his family.	1	2	3	4	5	6	____
k) A man should feel guilty if a woman financially supports him.	1	2	3	4	5	6	____
l) A husband and wife should share childcare responsibilities.	1	2	3	4	5	6	____
m) A husband and wife should share household responsibilities.	1	2	3	4	5	6	____
n) A husband and wife should share financial responsibilities.	1	2	3	4	5	6	____

16. Since your return to school, how emotionally supportive have the following people been? (Circle the appropriate response.)

	Very Supportive	Moderately Supportive	Mildly Supportive	Rarely Supportive	Not Applicable
Spouse	1	2	3	4	0
Children	1	2	3	4	0
Parents	1	2	3	4	0
Friends	1	2	3	4	0
Classmates	1	2	3	4	0
Instructors	1	2	3	4	0
Student Services Staff (Admissions, Counseling, Financial Aid)	1	2	3	4	0

17. From whom have you received the most significant emotional support? (Check one)

____ Spouse ____ Parents ____ Classmates ____ Student Services Staff
____ Children ____ Friends ____ Instructors ____ Other(specify)_____

18. Thinking about your experiences as a college student and spouse/parent, please indicate how much you agree with the following:

1 = Strongly Agree
2 = Agree
3 = Somewhat Agree
4 = Somewhat Disagree
5 = Disagree
6 = Strongly Disagree
0 = Not applicable

a)	I feel my spouse has developed positive attitudes about my being in school.	1	2	3	4	5	6	0
b)	My spouse is willing to help pay for my education.	1	2	3	4	5	6	0
c)	I have adopted some new attitudes about men's/women's roles which are not in agreement with my spouse's views.	1	2	3	4	5	6	0
d)	My spouse takes my interests seriously.	1	2	3	4	5	6	0
e)	I find I have more conflicts with my spouse when I am enrolled in school.	1	2	3	4	5	6	0
f)	The quality of communication between my spouse and I is very good.	1	2	3	4	5	6	0

(Question 18 continued)

1 = Strongly Agree
2 = Agree
3 = Somewhat Agree
4 = Somewhat Disagree
5 = Disagree
6 = Strongly Disagree
0 = Not applicable

g)	I feel guilty when I must tell my spouse that I cannot do what he/she wants because I have to study.	1	2	3	4	5	6	0
h)	My spouse understands me very well.	1	2	3	4	5	6	0
i)	I understand my spouse very well.	1	2	3	4	5	6	0

19. How would you describe the way work gets assigned in your household since you've become a student, in regards to the following activities or tasks: (Use the scale below. Circle the appropriate response)

1 = You take significantly greater responsibility.
2 = You take somewhat greater responsibility.
3 = About equal.
4 = Spouse takes somewhat greater responsibility.
5 = Spouse takes significantly greater responsibility.

Activities					
Cooking	1	2	3	4	5
Kitchen Clean-up	1	2	3	4	5
Minor Household Repair	1	2	3	4	5
Laundry	1	2	3	4	5
Grocery Shopping	1	2	3	4	5
Lawn Care/Snow Removal	1	2	3	4	5
Taking Out Trash	1	2	3	4	5
Housecleaning	1	2	3	4	5
Car Repairs	1	2	3	4	5
Driving Children (to Dr., piano lessons, etc.)	1	2	3	4	5
Paying Bills/Keeping Checkbook	1	2	3	4	5
Contributing to Family Income	1	2	3	4	5

20. How is this assignment of tasks (that you described in question 19) different from the routine established before you returned to school? (Check which one best applies in your situation)

a) What adjustments were made by you? (Check one)

____ I perform fewer tasks since I began school...some things don't get done.
____ I do just as much as I did when I was not in school.
____ I spend less time on each task now.
____ I have others do things for me, so I am doing less now.
____ Other (Specify)_____

b) What adjustments were made by your spouse? (Check one)

____ Spouse assumes major responsibility for tasks that I did before I began school.
____ Spouse helps much with tasks I did before.
____ Spouse helps some with tasks I did before.
____ Spouse rarely or never helps with tasks that I did before I began school.
____ Other (Specify)_____

c) What adjustments were made by your children? (Check one)

____ Children help a great deal with tasks I did before.
____ Children help some with tasks I did before.
____ Children help each other more now that I am in school.
____ Other (Specify)_____
____ Not applicable - No children.

d) Overall, do you agree with these arrangements made by you, your spouse and children?

____ Generally Yes ____ Generally No

21. What childcare arrangements do you rely on most so that you are able to study and attend classes? (Check one)

____ Spouse cares for children
____ Relative cares for children
____ Paid sitters
____ Day care or nursery
____ A babysitting pool
____ No problem, children in school
____ Inapplicable, no children, no young children

22. Please indicate whether the following are needs for you at Oklahoma State University, and indicate whether these needs are being met at OSU.

To What Extent is This a Need for You?						To What Extent is This Need Being Met at OSU?				
No Need		Moderate Need		Strong Need	Need	Not at All		Partly		In Full
1	2	3	4	5	I need to find out more about my interests, abilities and career goals.	1	2	3	4	5
1	2	3	4	5	I need to know more about what courses are available and which to take.	1	2	3	4	5
1	2	3	4	5	I need help with my study skills.	1	2	3	4	5
1	2	3	4	5	I need tutoring in math.	1	2	3	4	5
1	2	3	4	5	I need tutoring in English or reading.	1	2	3	4	5
1	2	3	4	5	I need to find more activities on campus in which to participate.	1	2	3	4	5
1	2	3	4	5	I need to know more about how other adults adjust to being an adult student.	1	2	3	4	5
1	2	3	4	5	I need help with a personal concern.	1	2	3	4	5
1	2	3	4	5	I need more information about how to fund my education.	1	2	3	4	5
1	2	3	4	5	I need help in dealing with stress.	1	2	3	4	5
1	2	3	4	5	I need help in beginning to look for a job after graduation.	1	2	3	4	5
1	2	3	4	5	I need to know more about policies and procedures at OSU.	1	2	3	4	5

Thank you for your cooperation and assistance!!!

We're interested in anything else you'd like to tell us.
(Use the next page for comments)

APPENDIX B

CORRESPONDENCE TO SAMPLE

OSU

Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 125
405-624-5046 or 624-5047

You are invited to be part of a study so that we may learn more about your needs as an adult student. The following questionnaire seeks information about you, your family, ideas you have and what you think about Oklahoma State University. Of course your participation in this study is voluntary, but your responses to the questionnaire would be very meaningful to us. The responses will be compiled and used to help the university plan for the needs of adult students.

Your name was selected at random by the Office of Institutional Research (x6897) to provide this information. You may be assured of complete confidentiality since the questionnaire has an identification number for checking returns only.

We appreciate you taking time from your busy schedule to help us with this project. Please enjoy this coffee while marking your responses. Since each questionnaire is crucial to us, we have provided a return envelope for your use, and hope you can return the questionnaire by April 8, 1988.

If you have any questions, please call Paula Tripp at 624-5046. Results of the research will be available in the Student Activities Office, 040 Student Union, in the fall 1988 semester. Thank you for your cooperation!

Sincerely,

Paula J. Tripp

Paula J. Tripp
Doctoral Student

Marie L. Basler

Marie Basler, Program Coordinator
Off-Campus and Returning Students

CENTENNIAL DECADE
1980 • 1990

April 8, 1988

Last week the questionnaire "Spouse Support of Adult Students" was mailed to you. If you have completed and returned it, please accept my sincere thanks. If not, please do so today. Because it has been sent to a representative sample of OSU married students 25 years and older, it is extremely important that yours also be included in the study. This is necessary if the results are to accurately represent this growing number of students.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me as soon as possible during office hours at (405) 624-5046 and I will get another one in the mail to you. Thank you again.

Sincerely,

Paula J. Tripp

Paula J. Tripp
Doctoral Student
OSU HEECS Dept.

APPENDIX C

CORRESPONDENCE FOR RELIABILITY TESTING

OSU

Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 125
405-624-5046 or 624-5047

Dear Colleague:

I am using the enclosed questionnaire, "Spouse Support of Adult Students", for my doctoral research. To determine the reliability of the instrument, I am seeking the cooperation of several students who will complete the form now and again in approximately two weeks. If you meet the following criteria:

1. an OSU student in the fall 1987 or spring 1988 semester
2. enrolled in at least six hours during that semester
3. United States citizen
4. married
5. 25 years of age or older, then

I would appreciate your assistance with this project. Please enjoy this coffee while marking your responses.

When you are finished, write your name on the questionnaire so that I may get another copy to you soon. Then, use the campus mail envelope provided. Please be assured that your individual responses will be confidential.

Thank you very much for your cooperation!!

Sincerely,

Paula J. Tripp
Doctoral Student

Margaret S. Callsen
Research Adviser

CENTENNIAL DECADE
1980 • 1990

APPENDIX D

STUDENT CHARACTERISTICS

The following comments were taken directly from the questionnaires returned by students. Abbreviations, grammatical and punctuation errors are those of the respondents. Item numbers correspond to the questionnaire numbers (see Appendix A), and were analyzed for this study.

8. Student Majors (Oklahoma State University, 1986, p.30):

Note: Since all graduate programs (except the Doctor of Veterinary Medicine) are administered through the Graduate College, majors were classified by academic colleges for statistical purposes.

A. Agriculture

Agronomy (Crop Science) (response given two times)
Entomology
Agricultural Education
Agronomy
Animal Science (response given three times)
Horticulture (response given three times)
Agricultural Economics (response given five times)
Landscape Architecture (response given two times)
Animal Science/Food Industry
Animal Science/Reproduction
Forestry
Agronomy and Horticulture
Pre-veterinary Science
Soil Science
Animal Nutrition
Agronomy-Range Science

B. Arts and Sciences

Psychology (response given seven times)
Sociology (response given seven times)
Medical Technology
English (response given five times)
Computer Technology
Botany
Social Sciences
Political Science (response given seven times)
Wildlife Ecology (response given four times)
Advertising/Secondary Education
Counseling Psychology (response given three times)
Chemistry
Journalism, Education

(8B continued)

Computer Science (response given two times)
Mass Communication (response given three times)
Geology/Environmental Science
Management Science of Computing Systems
Clinical Psychology (response given three times)
Physical Education (response given three times)
History
Counseling and Student Personnel
Speech Pathology
Wildlife Management
Health Science
Pre-nursing (response given two times)
Geology (response given two times)
Therapeutic Recreation
Speech Communication (response given two times)
Zoology
Physics
Biology
Art, Languages
Graphic Design
Radio-Television-Film Production and Performance
Speech
Music Education
Microbiology
Biochemistry

C. Business Administration

Accounting (response given 19 times)
Business Administration (response given 13 times)
Business Education (response given four times)
Personnel Management
Management (response given five times)
Economics (response given three times)
Finance (response given four times)
Executive Secretarial Administration
Organizational Administration (response given two times)
Marketing Education
Management Information Systems
Marketing (response given two times)
Public Administration

D. Education

Special Education (response given six times)
Educational Administration (response given three times)
Applied Behavioral Studies (response given four times)
Educational Psychology

(8D continued)

Community Counseling (response given three times)
Curriculum and Instruction (response given 10 times)
Working on certification - Learning Disabilities
Education (response given three times)
Secondary Education - English (response given three times)
Elementary Education (response given 15 times)
Occupational and Adult Education (response given seven times)
Trade and Industrial Education (response given four times)
Secondary Education - Science (response given four times)
Student Personnel
Curriculum & Instruction - Secondary Social Studies
Elementary/Special Education (response given two times)
Curriculum & Instruction, Social Studies/Math
Counseling
Higher Education (response given five times)
Secondary Education (response given two times)
Reading Specialist
Elementary Education/Math
Mathematics Education

E. Engineering

Architecture (response given three times)
Engineering
Civil Engineering (response given three times)
Mechanical Engineering (response given seven times)
Industrial Engineering (response given three times)
Chemical Engineering (response given two times)
Electrical Engineering (response given six times)

F. Home Economics

Interior Design (response given two times)
Home Economics (response given three times)
Hotel and Restaurant Administration (response given two times)
Marriage and Family Therapy (response given two times)
Home Economics and Art
Home Economics Education and Community Services (response given three times)
Family Relations and Child Development (response given two times)
Food, Nutrition and Institution Administration (response given three times)
FNIA - Dietetics
Clothing Design

(8 continued)

G. Technology

Electronics Technology (response given five times)
Construction Management (response given two times)
Petroleum Technology
Mechanical Design Technology (response given two times)
Mechanical Technology
Fire Protection and Safety Technology (response given three times)

H. Veterinary Medicine

Veterinary Parasitology
Veterinary Pathology
Veterinary Medicine (response given 14 times)

I. Other

I have not decided yet
Undecided
Environmental Science (response given two times)

11. Students returning to college:

A. After 1 - 5 years

2 1/2 (response given two times)
5 (response given 34 times)
2 (response given 20 times)
1 1/2 (response given three times)
4 (response given 21 times)
3 (response given 20 times)
1 (response given 11 times)
4 1/2 (response given two times)

B. After 6 - 10 years

10 (response given 27 times)
10 1/2
7 (response given 11 times)
6 (response given 18 times)
8 (response given 15 times)
9 (response given three times)

(11 continued)

C. After 11 - 15 years

Approx. 15
15 (response given nine times)
14 (response given seven times)
12 (response given 13 times)
13 (response given five times)
11 (response given two times)

D. After over 15 years

19 (response given four times)
23 (response given two times)
30
25 (response given two times)
16 (response given three times)
17 (response given three times)
20 (response given two times)
18
22 (response given two times)
30+

13. Job titles (U.S. Department of Commerce, 1982) of students before returning to college:

A. Managerial and Professional Speciality Occupations

1. Full-time

Area Manager, Community Relations
Forester/Businessman
Restaurant Manager (response given two times)
Hospice Coordinator
Chiropractic Doctor
Librarian
Exploration Geologist - Manager
Registered Nurse
Assistant Director, Food Services
Elementary School Teacher
Marketing Representative Xerox
Recreation Therapist
Farm News Director
Biomedical Engineer
Accounting Manager
Extension 4-H Agent
Credit/Compliance Officer
Vo-ag Teacher
Collection Manager
Owner of Snack Bar

(13A continued)

Test Engineer
Assistant Professor
Sales Management
Assistant Manager, Supermarket
Home Economics Teacher
Economist
Recreation Program Director
Museum Director
Designer
Owner - Jewelery Store
Kindergarten Teacher (response given three times)
Internal Audit Manager
Teacher then Child Placement Worker
Accountant (response given two times)
Activities Coordinator
Public Information Officer
Media Center Director
Owner, Construction Firm
Minister (response given five times)
Data Processing Coordinator
Occupation Therapist
Owner of a photo company
Peace Corps Volunteer (response given two times)
Instructor, Adult Education
Home Economist
Program Coordinator
Research and Development
Fellowship of Christian Athletes Area Representative
Geologist
District Conservationist, SCS-USDA
Senior Manufacturing Engineering
Assistant General Manager (Paramedic Service)
Contractor (response given two times)
Oil and Gas Lease Operator
Acting Director of Cont. Educ.
Business Person
Staff Asst.
Newspaper Reporter
Central State University
Instructor, Behavioral Science
Vo-tech Center Director
Research Specialist (response given two times)
High School Science Teacher
Owner - Business
Assistant Manager
Resident
Drafter
Respiratory Therapy
Coordinator VCAP
Publications Director
Instructor (response given two times)

(13A continued)

High School Teacher
Social Service Supervisor, Child Welfare, DHS
Mgr./Bartender - club & rest.
Professor
Teacher (response given 14 times)
Display Asst.
Educator
Store Manager
Auto Body - Teacher-Pioneer Area Vo Tech
Finance Manager
Assistant Pastor
Day Care Operator
Wildlife Biologist
Coach/Gymnastics Instr.
MS psychologist
Consumer Loan Officer
Administrator

2. Part-time

Insurance Auditor
Phlebotomsit
Substitute Teacher

B. Technical, Sales, and Administrative Support Occupations

1. Full-time

Bookkeeper
Computer Consultant
Financial Assistant (response given two times)
Research Assistant
Opthalmic Technician
Electronic Technician
Contract Specialist
Architectural Technician
Teller (response given two times)
Clerical
Receptionist/Secretary/Accounts Payable Supervisor, various other positions
Hydrogolist
Travel agent
Marketing Associate
Electronics Specialist
Drafter
Title IV Aide
Master Control Operator, OETA
Veterinary Technologist
Accounting Clerk
Administrative Supervisor

(13B continued)

Technician
Word Processor
Home Health Care Equipment Salesman
Laboratory Technician
Real Estate Broker
Sales/Service
Collector
Senior Clerk
Bread Route Salesman
Teacher's Assistant
Banking-School Secretary
Retail Sales
Inside Sales
Sales Clerk (response given two times)
Executive Secretary
Lumber Yard Clerk
Licensed Practical Nurse (response given two times)
Nuclear Medical Technologist
Accounting Tech
Lead Draftsman
Directory Assistance Operator
Supv. Secr.
Receptionist
Administrative Coordinator
Eligibility Worker
Sales Assistant
Administrative Assistant (response given two times)
Credit Union Bookkeeper
Sales (response given three times)
Survey Tech.
Sr. Data Control Clerk
Secretary (response given five times)
Sales Representative
Telex Operater, Clerk Typist, Bookkeeper, Teacher's Aide
Civil Engineering Technician
Secretary, self employed

2. Part-time

Engineering Technician
Secretary (response given two times)
Technician
Office Manager/Bookkeeper
Monitor Test

(13 continued)

C. Service Occupations

1. Full-time

Correctional Officer II
Firefighter/EMTA
Nurse Assistant
Cook
Houseparent

2. Part-time

Day Care of Preschoolers
Swim Instructor/Lifeguard

D. Farming, Forestry, and Fishing Occupations

1. Full-time

Dairy Assistant
Herd Manager, OSU Animal Science Dept.
Farm Laborer

E. Precision Production, Craft, and Repair Occupations

1. Full-time

Machine Shop Foreman
Offshore Drilling
Carpenter
Sheet Metal Worker
Auto Mechanic
Fitter/Welder
Carpenter (response given two times)
Rod Forging Machinist
Concrete Finisher
Oil Field Roustabout
Gas Plant Operator
Drilling Oil Field
Roughneck
Painter (response given two times)
Oilfield Operator
Butcher
Fiberglass Apprentice
Production Worker
Mechanic
Structural Fitter
Electrician

(13 continued)

F. Operators Fabricators, and Laborers

1. Full-time

Die Caster
Welder (response given two times)
Factory Worker (AT&T)
Machinist (response given two times)
Typesetter, Compositor
Process Operator
Truckdriver
Labor

G. Student

1. Full-time

Student (response given five times)

H. Other

Homemaker, Food Production
Minister's Wife
USAFR Technician
Numerous positions
USAF Microwave Maintenance
Work and Play basketball in a team
Self-employed
Enrolled full-time at Austin Peay State Univ.
Military, contract security
Career military, USN
U.S. Army
USAF
Officer, US Navy
E-6, US Navy

Other

High school student
1976-1986 Naval officer; Spring 1987 - Biology and Chemistry teacher on emergency certification; June 1987-present-nontraditional
Full-time mother
Full-time homemaker, part-time preschool teacher
U.S. Navy
I went straight through all 3 degrees
Homemaker/Orthodontists Assistant
Self-employed Photographer, disabled
Sewing Maching Operator (added as second response)

14. "Other" reasons for attending college (when chosen as primary reason):

To begin a career.

I want to be an architect.

Renewing voc. agr. standard teacher certificate

Finish degree (response given two times)

To become qualified to teach. Could not gain employment with current agriculture degree.

Personal desire to finish work toward a degree

I knew there was more to life than just working at a job I hated. I got married when I was 17 years old. I didn't mind it, but I knew I could do more with my life.

Get a job

Education for growth of our business

Oklahoma teacher certification

Required of TIED teacher certification

Degree for job so husband can get a degree

"Other" reasons for attending college (when chosen as secondary reason):

I look forward to going to school, even though I don't need to - take what I wish to take. That will be wonderful!

Completion of PhD

Future career opportunities

Required

Laid off

Get a decent paying job

Also had to update an expired teaching certificate in LD

Seeking to recertify as a teacher and add German Certification

Continue education

Persue higher degree

(14 continued)

Children

Additional reasons for attending college (choices made after primary reason selected):

A way to meet people (response given zero times)

Career advancement (response given one time)

Career change (response given 15 times)

Extra time to fill (response given one time)

Personal growth and development (response given 46 times)

Updating education for future needs (response given 29 times)

Other (response given 11 times)

APPENDIX E

STUDENT COMMENTS FROM QUESTIONNAIRE

The following comments were taken directly from the questionnaires returned by the students. Abbreviations, grammatical and punctuation errors are those of the respondents. Item numbers correspond to the questionnaire (see Appendix A).

15. a) "The older I get, the more I appreciate how important 'mom' being at home really is to my family (Husband and children....) The term 'woman's place' is somewhat irritating."

"if it's where she wants to be."

"Everyone's place is in the home & whatever else they want to do."

"w/ children"

b) "Same as before"

c) "If that is what she wants to"

"For some women"

"If that's what fulfills this person, great!"

"temporary"

"depends what that person wants"

d) "Same as before"

e) "it is just all right"

"? needs rewording. This should mean it's alright even if it disrupts routine." (response given two times)

"poorly worded"

"It is alright for them to attend school, even if it does disrupt family routines somewhat."

"My Spouse: Preserve the Family Routine at all costs!"

"alright - routine?"

(15 continued)

"poor statement"

"Ambiguous question - I think a woman can go even if it does disrupt family routine."

f) "He can make more $s."

"Does this mean only? This is only rational - they make more."

"Don't think fair question"

"Primary bread-winner"

h) "It depends on the situation"

"vague"

"Define successful!"

i) "It depends on the situation."

j) "not an either/or situation"

"it is just all right"

"Poor question - it is right for either spouse to go to school"

"another ?? question"

"poorly worded"

"circumstances? depends - he should if he's a bum."

"poor statement"

"Another ambiguous Q."

"Same as "Do you still Beat Your Children?"

k) "not an either/or situation

(15 continued)

n) "But that does not mean a wife has to go find a job. If she wants her job to be to stay home and take care of it, then that would be her financial contribution for the family."

"Each person should do what they can in as many areas as they are able. It should be a fair distribution of work, responsibility, etc."

"? for deciding how to spend it?"

16. Children

"too young" (response given four times)

"He's only 3"

"Too young to understand"

"stepson"

"our son is only 18 mths. old but he is wonderful!"

Parents

"deceased"

Classmates

"?"

Student Services Staff

"Financial Aid: You've Got to Be Kidding!"

"Counseling 1, Financial Aid 3."

"Have not pursued this."

General Comments

"Employers - 4"

17. Other

"self" (response given two times)

"HRAD Staff"

"sisters"

"uncle & aunt"

"church"

"best friend"

"My in-laws"

"Equal - - Spouse/Parents"

"Myself! Aunt"

"No one"

"Employer" (response given two times)

"Co-workers"

18. f)

"omit 'I', insert 'me' (response given seven times)

"me (object of preposition - 'me')"

g)

"he has to study also"

"She is a priority over school work"

"Is there a most strongly agree!?"

19. Cooking

"eat out"
"NA"
"Res. Hers"

Kitchen Clean-up

"Children"
"NA"
"Res. Hers"

(19 continued)

"Live in grandmother"

Minor Household Repair

"Res. Hers"
"Not really applicable. We live in an apartment"

Laundry

"Res. Hers"
"He Does it All!"
"Live in grandmother"

Grocery Shopping

"Res. Hers"

Lawn Care/Snow Removal

"NA" (response given nine times)
"Children do these" (response given two times)
"Res. Mine"

Taking Out Trash

"Our son" (response given three times)
"Children do these" (response given two times)
"Res. Mine"

Housecleaning

"All of us"
"Res. Hers"

Car Repairs

"Res. Mine"

Driving Children

"NA" (response given 25 times)
"Res. Both"
"no children" (response given two times)

(19 continued)

Paying Bills/Keeping Checkbook

"She pays bills, I balance checkbook"
"Res. Both"

Contributing to Family Income

"Spouse"
"Res. Both (these have not changed since starting school)"
"NA"

General Comments

"I hardly do anything but study and work"

"a) Present division of labor in blue

b) Change since became student in black. ie no change in division of labor except in bill paying. She now assumes more responsibility than did. Note I do not understand your question - are you asking about division of labor at this point in time or are you asking if it has changed since I became a student."

"These things happened when we became nontraditional, not as a result of my beginning to attend school"

"Same as before schooling"

"N/A. My husband is currently stationed in Mass. We maintain two different households."

20. Other:

"A lot of things still get left because neither has time"

"get paid help for housework now when studies have me swamped"

"NA - always in school" (response given three times)

"Worked too many hours before and was rarely home to perform tasks."

"I perform more household tasks" (response given three times)

(20 continued)

"We've both always been in school, so we share tasks now as we always have"

"I do more as I have more time than when I was working full time"

"live-in undergrad helps with cleaning, child care, cooking"

"Things still get done"

"I do basic needed tasks & have less free time for volunteer work and creative things"

"live at school 5 days at home 2 days"

"Family income"

"NA" (response given two times)

"We have both been in school 'forever'."

"Less time on hobbies"

"The kids do more helping such as folding clothes."

"Perform fewer tasks"

"Before school my wife worked less (she's in school now) & had more time for housework."

"Continuously enrolled since high school!"

"My spouse does a lot of getting kids dressed & cleaned up in the a.m. Before he did not."

"Assume all tasks; since separated to attend school"

"Not on the days I used to"

"Only that wife must make some income now."

"I began my degree when we got married, so this is how its always been."

"Spouse does more."

(20 continued)

b) Other:

"same - no adjustment" (response given six times)

"spouse responsibilities have not changed"

"Spouse works full time"

"Husband babysits kids more"

"We've both always been in school, so we share tasks now as we always have."

"Repairs etc. are delayed"

"Always been in school"

"Spouse helps less than before"

"Still share tasks for the most part."

"We have both been in school 'forever'"

"We have changed job descriptions in several areas."

"Spouse writes checks for Bills now."

"Nags me about 1 hour a day about needing to study and not be with her"

"has remained fairly consistent"

"Spouse does just as much as before"

"roles & responsibilities have not changed greatly - however I've had to assist my wife more since our 2nd child was born - This will probably equalize as she gets older"

"Continuously enrolled since high school!"

"not living together"

"Not much has changed"

"He helps when he can - but he has a full time job and has returned to school"

"Both have been in school since married"

(20 continued)

c) Other

"Children's help minimal"

"Children do not understand"

"Not old enough to help much" (response given 19 times)

"No change to do less"

"Children are old enough to require less directed attention - ex. picking up after them - they do it."

"7 months"

"act worse because I'm busy"

"Children never helped before or after"

"Children do not help"

"at home"

"children do what I flatly refuse to do for them."

"NA"

"My kids are too young to help with adult activities."

"Primarily in how and when they get to see me. Must have babysitter more often, etc."

"1 child at home - no help"

"Children very young"

"at 3 yrs. of age he has adjusted to being w/ the babysitter."

"Do less now"

"about same"

"Spends more time with Dad" (response given two times)

"Always been in school"

"More resistant"

"All in college but 8 yr. old"

"1 yr. old"

(20 continued)

"#5 with x-wife"

"They accept that I go to school just like I do."

"Children were 1 & 2 when I started"

"none"

"Too young to know difference"

"Child is only 4 yrs."

"Dont help"

"Lazy Kids"

"No change" (response given four time)

"None at home" (response given five times)

"Infant"

"No change in their behavior"

"Weren't born when I started."

"Child not old enough for major task responsibility."

"Not applicable - too small"

"Stepson - only on weekends - helps a little"

"NA - children too young" (response given four times)

"Children too young to be relevant"

"Continuously enrolled since high school"

"daughter is only 16 mos. old."

"Children don't help with any tasks I did before"

"little change"

"Child watches more T,V,, entertains self, babysitters while I go to school or study."

"Children left home"

"3 yr. is just now learning"

(20 continued)

"hard to judge - greater responsibility assumed by children a function of becoming older, more than by my student status."

"Too young to change tasks"

"4 year olds usually don't help out that much"

"None - he's very flexible (18 mths. old)"

"They help a little."

"Child too young for this question to apply"

"Child is only 2 1/2 yrs."

"Too young to understand or help"

"Children don't do any tasks"

d) "both could have done more - griped less"

21. Comments:

"the other children help with the 2 yr. old. I study and watch him also (sometimes I read my notes to him). Thanks for the coffee."

"When she works I care for children - no daycare!! Our children are our responsibility!!"

"NA" (response given two times)

"#5 before and after school"

"no young children"

"I Don't. My Boy Watches Himself & His Sister"

"(5 year old is with me)"

"have utilized several of these over 5 years"

Additional comments:

"Reverse questions 3 and 4"

"I am a special student now but am considering enrolling"

"#9: not yet"

"Marital status question should have preceded spouse's age question because spouse's age would've been irrelevant if I weren't married"

"#14: check only one?"

"I have found that most of the students are very friendly toward returning students. My main problems are finding time to study other than late at night and having to miss classes due to children getting sick."

"I certainly believe that you have compiled some worthwhile information in this questionnaire. I can only hope that the administration will be able to utilize this data for future improvment."

"Paula, thanks for the coffee, next time send donuts or sandwitches too!"

"The current level of pay & benefits to OSU staff (support staff) does not even come close to offsetting the pressure and abuse and indifference these individuals have to deal with from supervisors and department heads who expect 110% effort for a salary barely above minimum wage, no paid overtime and little or no appreciation. Job related stress has been a major contributing factor to marital conflict and has accounted for most of the disagreements my wife & I have had."

"Some of these did not seem applicable, but I answered anyway. My spouse & I are both working & going to school - so he does what he can!"

"As you probably know, Vet Med is a stressful career & GPA pressure is extensive, but the College itself, & the University, provide a great deal of help for us in things such as parking, paying tuition & counseling. Because time is our most precious commodity, & because the restaurant & food facilities are so limited at our end of campus, I would really like to see improvements in the availability of nutritious meals in the immediate vicinity of our college. Not to complain about Charlie's in the USDA building, but the menu is limited, although

(Additional comments continued)

they have recently put in a salad bar. Perhaps more room could be afforded the people at Charlie's to allow them to expand & improve their menu."

"I commute 210 miles daily to class (approx. 5 hours). Time is too short for fulfilling all my committments."

"I am continuing school because 1) I want to finish my degree, 2) I enjoy the intellectual stimulation, 3) should I have to work I want to be prepared for a good job, and 4) it gives my husband more time alone with our son. I am an A student in Accounting and have taken many difficult courses, but the most challenging thing I have in my life is raising my son right. After graduating (my husband & I will graduate together) we will continue our family & I will only work part time. Now we cannot afford more children. I chose to stay at home, I am not forced. Raising children is a responsibility I take seriously. In going to school part time, I find my self functioning much more efficiently (it takes less time to do chores & I spend more time with my son instead of in front of the tv). I do not want to be a man & usurp my husbands role. I enjoy the role of wife & mother & find two old sayings very true - 'Behind every successful man is a woman' 'The hand that rocks the cradle rules the world.' I know my husband has gone much farther with me than he would have without me & my son shall also be better for having a mother who spends time with him."

"My spouse wants to be at home at this point in her life. She is a teacher & sometimes wishes she were out in the work world again. Yet, overall, she is doing what fulfills her. My going to school is fine with my spouse, however, it would not be fine if I did not work full time. We would be in conflict if I asked her to go to work part time (& I worked only part time) in order for me to become a 'full time' student."

"I tried to attend a Returning Student Lunch get together and had to leave beause I couldn't breathe. I think I was the only one not smoking."

"Statement 15e is ambiguous. I feel it is alright for a woman to go to school even if it does upset the family routine. I wasn't sure how to mark that. Some of the statements on 22 were answered no need and I wasn't sure how to mark whether that need was being met. Good luck with your study!"

(Additional comments continued)

"More evening & night classes required to accomodate adult full-time learners."

"Someone needs to evaluate and moderate the financial aid dept. Not only is it a long red tape with which to deal - but the personnel are often rude and misinform inquiring students. Please do something. It is a intimidating process to begin with but many students give up and may drop out of school."

"I feel being a commuting student and a returning student it is harder to find out how and what services are provided. So when I answered that my needs are not being met is that I don't know that they even exist. I also feel faculty do not realize the commitment that returning & commuting students make. It is much harder to make time to work in computer labs if you don't live there. These are the obstacles that have been the hardest for me."

"I don't know how practical this would be: to have a boarding house of some sort where commuting married students could stay a couple nights a week and be able to sleep and shower before a test or project is due, without driving home too tired."

"Adult students that hold down full time jobs and work between classes need better parking facilities."

"I am very interested in the statistical results of this study."

"On the last page there were several items for which I have no need for OSU to provide for me; therefore, whatever OSU has to offer in that sphere is sufficient for me."

"Since I worked and have gone to school at two different universities in this state I feel that OSU has not done a great deal for the nontraditional student. Since your study focuses on this group, the one comment I would like to make is that OSU could definitely help this group in the following ways: phone enrollment and other needs done by phone; credit card payments by phone; day care facilities; car pool bank for commuters; more evening & weekend course offerings. Good luck with your study."

(Additional comments continued)

"My problems are my own. I used to expect people in administrative offices to help me & I got nowhere. So long as I expect to do everything myself & act as though I am going to have to force any information out of people, I can accomplish what needs to be done. I don't like it, but the people with the most helpful attitudes are never in a position to help. My single biggest problem is not getting any financial aid in spite of the extra costs of having to commute, the university not setting the classes that I need late enough in the morning so that I don't have to leave my kids alone for 1-2 hours before my wife gets home."

"Most frequent comments from off-campus, commuter, non-traditional (adults) are: widen variety of class times and experience difficulty when enrolling."

"I have probly had to make less adjustments as far as my time, because I have always worked full time, now I work part-time and go to school part-time so my days are about the same. Come fall I plan to quit my job and attend school full time. I would imagine my days will become more full and I & my husband will have to make more adjustments. My husband finished his PHD last spring and took a position on the faculty at OSU - so I have tried to make his adjustment to his new job by continuing to do as much around the house as possible. Come next fall we will probly share some of the household jobs more. My husband has been a great support to me and has helped tudor me on some subjects - he's great. I would like to have more of a chance to meet other returning students - someone I can relate to. The younger students have been great to me - but you understand."

"Overall, I have felt that few people at OSU care about my success or failure. I've felt on my own and often felt that I was being exploited and my needs have taken second place to OSU's needs. It is difficult to get help with even such basic things as a plan of study."

"I find professors have little time or understanding for the adult students' family responsibilities. The first example which comes to mind is making up assignments due to missing class to care for sick children."

"I believe married couples and people returning to college after an extended absence could be a very strong force in the continued future of O.S.U. I don't know how many married couples there are now attending college,

(Additional comments continued)

but can only guess the number to be considerable. The problem we are having is the financial burden making it very difficult for both of us to get our degrees. In our own case, for instance, my wife is working full time, I am working full time presently and carrying a total of 6 hours. I will stop working in the fall of '88 to start going to school full time. In our situation only one of us is enrolled and going to school, which will be over in a couple of years and we will be leaving Stillwater with one degree between us. Since I am going to be here 2 years attending O.S.U. I really will feel guilty when I get out of college and I am the one with the degree. My wife has only 2 years of college left to complete her degree, which she could manage if it were not for the financial aspect. If O.S.U. could consider some type of program where myself and my wife could work for O.S.U. and go to school at the same time, this would be a big help and maybe an incentive for others in our position. It is much easier when you are going to school to be surrounded by the college life and the tremendous facilities available to the student. O.S.U. provides this. It is hard enough to stop working and go back to school, then to try and cope with the strain on a marriage. If we were both going to school and working we would be able to have common interests, also the fact two degrees are better than one. If we could both work for our degrees it would decrease the pressure and increase a more stable atmosphere for us and others entirely. It would also help if there was some kind of a lecture series teaching you how to organize your time and get back those lost study habits. Thks for the coffee."

"Re No.22 - It is my opinion (substantiated by others) that OSU has a blatantly anti-student attitude. The administration and staff do not exist to serve the student, they merely use the student population as a means of promulgating bureaucracy. I can positively say that upon graduating, I will never, repeat never take part in, nor support OSU in any manner."

"Without a doubt, the most difficult aspect of being an adult student has been child care. Child care that is of high, let alone adequate quality is difficult to find. The few quality care options have long waiting lists and are very expensive for students. This seems an absolute crime in a university community that professes to teach early childhood courses and which professes to be committed to education."

(Additional comments continued)

"The questions were hard to answer because my husband is a full time student and I go half time."

"I think that instructors at OSU should have more consideration and concern for students who commute from Tulsa (or whereever). Specifically, I have found that they are not at all flexible regarding meeting with me for office consultations at a time convenient to me. If their office hours are during a day or time when I'm not in Stillwater, it seems to be too bad, that's my problem. Overall, there's a general disregard by many I have come into contact with at OSU about my commuting. The staff, teachers, etc. seem to have the attitude that, oh, well, too bad for you! That's your problem!!"

"Several of the questions in the agree/disagree lists can have multiple interpretations of the disagreement. I won't say which ones, so if you want to know which ones you will have to look for them. In doing so, you may find even others and thereby, improve or qualify the validity of this questionaire."

"My situation is rather unique. I was laid off from full-time well-pd job w/ the oil industry so I came back to school for my Phd. My husband & 3 yr. daughter live in Duncan and I live in Stillwater during the week since its too far to commute every day & still study. He has assumed responsibilities for our daughter completely & loves it. I feel guilty, of course, for not being there but we talk every night on the phone & I am only gone 3 nights/wk this semester. While at Duncan my husband & I share duties, as we have for the 10 yrs of our marriage. Whoever has the time & sees the need does the job. If I feel something needs doing & he doesn't, then it doesn't get done until I have the time and visa versa. When I worked & he went to school (in same town that time) he did most of the house chores. When we both worked, we had a maid. If you'd like more info I'd be glad to talk to you - I do surveys too." (student/phone)

"This form makes no allowance for our particular situation. We were only married a few months before I returned to school. Our first semester here, I schooled & my job hunted. Then she returned to school. The last year or so, her school (and now part-time job) demand more of her time than does my job and schooling. So some of our changes are a result of who has more time. Sorry this is late. I was taking comprehensive exams for my Masters."

(Additional comments continued)

"If you want to help have a sitter service or offer more Gen Ed courses at night. This is a must for those returning to school & still work during the day. It is almost impossible to get these courses after 5:00. This would allow people to work & take at least some general ed requirements after working & not interfer with this schedule."

"My husband initiated my return to school (this for the second time) and is very supportive. While he may not do many household tasks,-or I should say, does not do so regularly - he does not expect that I should get all tasks done. He is quite willing to leave many things undone until we can catch up on domestic duties. I have one-in-a-million! He is proud to have a wife nearing completion of her degree (even tho he has not completed his). We hope to use my degree as an avenue to relocate in another state and, possibly, so I may support his return to school - as two sets of our married friends have done. I just wish I could find more students like me in order to have friends here in Stillwater."

"The parking lot north of the infirmiry needs more lighting. The dairy bar provides a needed service but we need a place to eat, especially in the winter. It would also be nice to be able to order hamburgers, fries and salid at the dairy bar. Most of the graduate students, in my openion, do not vote in the campus elections. I would rather not vote at all than to vote for something that I don't know anything about."

"If you need someone to help you type your theses, I'm available. You can check my references at the graduate college. I've been doing this for 10 years. Good luck on this study." (student's name)

"OUS T&I Ed never practices what it preaches. For example LAPS, why don't you give me a video cassette and let me take it home? Return for test on what is covered on the video if LAPS is so great. None of my prof's teach me as they or teaching, don't follow their own beliefs in class instruction. The basic 17 as taught for T&I certification would make a good 3 or 4 week end seminar. All progams have different titles but contain the same old song and dance. You turn out teachers without making a distinction between teaching high school juniors & seniors and adults. One teacher teaching basic and advanced at the same time, open entry open exit. For high school funded programs has got to be insane. Stop and consider some of the ideas you are teaching." (student's name)

(Additional comments continued)

"Question 22 is deceiving. For example if there is no need on my part, I can't make an honest judgment on whether OSU is meeting that need because the need doesn't exist for me. Because it doesn't exist, I don't look to see what OSU can offer. Also, I think the largest obstacle facing my wife, a career woman; is finding work in Stillwater or on campus. She has extremely marketable skills expecially for some campus jobs that have become vacant. However, she has been passed over for these positions in favor of what I believe to be inferior applicants. There seems to be a very strong 'good old boy' employment system at OSU. That's a shame especially for worthwhile spouses of older returning students. In fact, I think the university's hiring practices in many cases are a fraud."

"Sorry so late in returning this - question 22 - low need status for myself reflects needs already met - and high scores for OSU means needs met by OSU."

"The only real problem I've had at OSU is in enrolling in classes at times I could get to school without having to get a sitter for my children. I feel those adult students with children who commute need to be able to enroll in the hours that are compatible with their travel schedules."

"I'm returning to OSU after graduating in 1970 - I have had a difficult time getting an advisor that seems interested and can guide me or returns my calls."

"This is the most interesting survey I've been asked to do in years!"

"I'd like to clarify my responses to question #15 (e) and (j). I believe it is quite all right for either a man or woman to go to school. I disagree that 'disrupting the family routine' or 'providing for his family' should prevent returning to school."

"I am a disabled student & have really appreciated the added facilities for disabled students in the past few years. The extra parking spaces really help. I could use a stair rail at the south entrance to the Business bldg. if you can make a sugestion to the right people. Thanks."

"I have commuted for the past two years to O.S.U. Returning to school has been a financial problem for me. A real big complaint of mine is the student fees that commuting students must pay. We are at campus to attend classes

(Additional comments continued)

& get home as soon as possible. I pay anywhere from $60-80, depending on the hours I have enrolled in, for these so-called fees every semester. I feel that commuting students should not be responsible to pay these additional fees. Another concern, is the schedules. Being a mother & returning to school is very stressful. There have been times where a section is full & I have to enroll in another section - making me have a wait of 3 hrs. between classes or driving additional days for an one hour class. I feel the campus is arranged for the students that live in Stillwater. There are never any accomodations that are for the commuting students."

"Question #22 was unclear on the portion about 'needs being met at OSU.' If I marked 'no need' on my part I usually marked 'not at all' for OSU because those needs had not been filled there, but elsewhere."

"I find there are many problems associated with being an older student who is married. Not only difficulties in school, but in how it affects my relationship with my husband. I think that OSU should offer some type of programs for returnig students considering how many people are returning to school or pursuing an advanced degree."

"I mainly feel that since I've been to school & become more aware of the way I live my life as compared to others, I'm doing pretty good. Financially, as long as I work part time my husband doesn't seem to mind. But when it comes time to keep my other household responsibilities he expects & sometimes demands that I keep up with these things too. We've found that we both have a lot of strongly felt differing opinions about how men & women should behave which has caused major difficulties. We separated last year for 6 months. Due to a great deal of frustrations I felt I should return. I won't change my mind about getting an education but we've both had to make major sacrifices in order to maintain just being in school. Having to deal with a lot of outside frustrations changes your goals in life overall. Now I just want to graduate and get out of here as soon as possible."

"I doubt that anyone would return to college after being out of school for 10 years to work on an advanced degree M.S. without a specific goal or strong reason or need for the additional education. That is some undergrads go to college because - their parents wish - everyone else is - don't want to work. After being at this for 2 years and trying to raise a family too, I would advise

(Additional comments continued)

people to get their education before starting a family. I put the highest priority on the responsibilities of being a father & husband, grad school takes 3rd place. Getting other students & faculty to understand/accept this, at times is difficult. However, I suspect that I myself as a student will be forgotten by this university before the ink is dry on my thesis, but the time I spend now with my children will have a profound effect for a lifetime."

"Parking is my most urgent problem. We need closer parking (take out a lawn) because many of us have physical problems which do not allow long hikes with heavy books. Mine is arthritis-so I am paying $3.50 per day to park - BAD! Also - the people who issue permits are pretty snotty! Parking problems come up everyday among adult students."

"People in charge need to show more sincerity in helping all students. OSU just is not that big that it can't help solve problems of students. I think many schools use this as an excuse and really never remember that the only reason many people who work there is because of the students."

"Needs being met at OSU - checked 1 (not at all) The majority of these needs not being met because I have not sought them out. I realize many services are available that I have not taken the initiative on."

"What social services are available? I have not a clue. What I really need are professional services, lawyer, accountant, are those available? Personell should get its act together regarding taxes (Oklahoma). They knew taxes would go up & by how much they should have increased witholding automatically."

"Please note: I am a doctoral student finishing up this semester. I answered these questions on the basis of my four years, Spring 84 - Spring 88, of attending O.S.U. as a graduate student, commuting, going part time and teaching full time with a wife and two children. Good luck on your survey."

"Funding has been a severe problem for my family. Hanner Hall (where guidance and help should be available) is a nightmare. My advisor has been wonderful emotionally and technically. Classmates have been very supportive. Some instructors have been emotionally supportive while others have been a real put-down instructionally and emotionally. On the whole - OSU has been a pleasant

(Additional comments continued)

learning experience. Thanks."

"Question 15 part c) and part j) ask 2 separate questions. If I strongly disagree does that mean I think one should not attend school or one should not attend school only if it disrupts the family or doesn't provide for the family?"

"Thanks for the cup of coffee. When I started back to grad school, my husband scoffed at my desire to become an elem. principal. (sexist, I believe). He is retired now and helps with the children, the housework and the 'taxi driving.' He has nothing else to do---but is disgruntled if I don't get in on my share of duties. #17 my children have supported my greatly emotionally, but the Spec. Serv. have provided the funds - scholarship to make this venture possible!"

"Question 16: Emotional support: with respect to instructors: I circled the very supportive because a few of my professors/TA's have been very supportive. However, certain others have been extremely non-supportive, firmly believing that women should not be in college, graduate school, science, or whatever their biases were. Financial Aid Dept. - the personnel in Hanner Hall - very, very unsupportive. For my limited contact with them, I have tolerated it. For some of my classmates, the financial aid people have tried their utmost to humiliate, demoralize, and dehumanize them. Other student services people - such as those in the graduate college - have been exceptionally supportive."

"Sorry, I'm late. It got misplaced in the shuffle! My mom also took a phone message on the front. Please send along a freeze dried cookie with the coffee next time! Thank you!"

"The largest criticism that I can lodge is in regards to the scheduling of classes for the Psychology Dept. For fall, they are offering 2 sections of 3213 (a required quantitative statistics) but are both M-W-F. It would be extremely helpful for the commuting student to have a choice of M-W-F or T-Th for this and all courses offered. It makes it extremely difficult to remain in school when you must commute every weekday and keep up with your familial obligations. Also most of the upper division courses are only offered in one time slot which makes it nearly impossible to schedule a T-Th or M-W-F commute. 1) Parking for commuters should be closer or more reasonable at the Student Union. 2) Additionally, I feel commuter students should be allowed to check out materials from the library w/a Tulsa address (when they've forgotten

(Additional comments continued)

their ID) just as if you lived in Stillwater. It's discrimination against the commuter student! 3) Also, there needs to be more activites for the older students w/families to be involved in. Rarely are any activities geared for the adult student!"

"O.S.U. needs affordable Child Care Service. We are on a waiting list at Home Ec's West Child Development Program. Approx. cost $1200/semester--Outragous!!"

"This is an interesting survey - hope it gets a good response. My advisor is (advisor's name), and she is a wonderful person. One of my main reasons for choosing the College of Arts & Sciences. My main gripe about OSU, or higer education in general, is that I have never heard of scholarship assistance for part-time students working toward a degree program. I can't afford to quit my job just to become a full-time student & receive an academic scholarship. However, my employers are very supportive of my continuing education, and provide tuition subsidy." (student's name)

"Many or most of the responses in this study need more than just a classification of adult, married or single to draw any valid conclusions."

"Questionnaire is not very well designed."

"It would be benifecial if each college was willing to interact to a greater degree-there seems to me to be too much competition. Upon re-entering school there should be some time or program to aid in advicment (general) before going to a paticular college. This should be on an ADULT LEVEL as most re-entry students have been in the real world and have specific need. The parking solution at OSU leave something to be desired. If you were to place a tow-away zone campus wide maybe violator would think twice. Pedistrian walkway north along the west side of the stadium is not desirable. It lets you know real quick that cars are more important - I mean who want to watch every step or have rain water splashed from - to -! CAMPUS COURTESY - I don't know who some of the campus people work for - but it surely must be someone other than students."

"I will be looking for a tenure-track faculty position at a university after finishing my degree. I assume that OSU, like other universities I've attended for earlier degrees, is not able to help students with job searching in these areas to a large extent; thus, the fact that I marked a 1 for OSU assistance in this category

(Additional comments continued)

does not imply that I am dissatisfied."

"I which I could talk with somebody about adult students feeling."

"I began school because it was not mentally stimulating to be home all day with children. My husband is very supportive & also attends OSU full time & works too. We arrange our schedules so that one of us is w/the children during classes. Question 15 needs a qualifier. Both my husband & I strongly feel that when one has young children (under school age) the mother's primary purpose is to stay home with the children. I returned to school when my baby was 6 mos. and arranged schedule so that I was gone only an hr. at a time. These arrangements have worked out very well for my husband and I."

"My husband has been unemployed for the last two months, so he has been doing the majority of household chores. However, if he were working fulltime, I know this would not be the case, because when we were both working fulltime, he still expected me to do all the cooking, cleaning, shopping, etc. So it should be very interesting to see if he is more helpful around the house when he is once again employed fulltime."

"In undergraduate college (Arts & Science) I recieved excellent advice and support from my advisor (advisor's name). Financial aid seemed difficult to get as returning student until I was accepted into Vet school - never did seem to get much cooperation/advise from financial aid dept. at OSU - always seemed to be some sort of 'run-around.' Question 18, part g, was biggest stress/problem throughout my 7 years in college - guilt at telling kids and husband 'not tonight'. I have been married 15 1/2 years, and am continually learning to appreciate just how special my husband and children really are to me.. thanks for being interested.." (student name)

"I think that my responses may represent an outher. Both my wife & I have been in school since high school graduation, met while in school and have been in school during our 2 yr. marriage."

"There needs to be more cooperation and harmony between OSU and the junior college system of Oklahoma. I transfered from Rose State College in Midwest City, with what I feel was fairly large amount of unused classes. Perhaps this in not a problem to be addressed at the university level (OSU), but at the actual junior colleges. They need to be certain that if a student is interested

(Additional comments continued)

going on to OSU or elsewhere that all of their course work will be used there."

"OSU is designed for students just getting out of high school. It is not truly set up for working adults to return to school. The selection of night courses are scant. Especially in the Business College. If a person wishes to return to school, a job must be entirely sacrificed or the hours must be drastically reduced. In either case, wages are decreased while expenses have increased because of tuition, activity fees, and books. I would like to see more courses available at night to increase the options for a returning student."

"Some questions I would prefer answering differently- I think it is fine & wonderful if a woman can stay home with or without children - even though it is not possible (financially possible) for us at this time-I hate taking required courses-but I love going to school & look forward to choosing classes just to keep my braincells active. Our house does get crazy once in a while especially since our unplanned 2 yr. old baby & me back in school. The 21 yr. old daughter still lives with us also so with this combo & a 14 son we keep busy - too busy - but all gets done. We are a happy family in spite. It's too bad some instructors aren't compassionate with our busy life!"

"Because my spouse and I have been employed full-time in professional positions for nearly ten years, we have shared household responsibilities for some time. In addition, we are both graduate students (in doctoral programs) and have graduate assistantships. Therefore, our roles have not changed drastically since becoming full-time students."

"Some of your questions did not allow multiple answers. Our 2 1/2 year old daughter goes to a preschool, while our 11 wk old daughter stays home with me while I write my thesis, but does go to a private sitter 2 afternoons a week. You didn't ask questions as to how having children while in school changes your work habits & priorities. I married my wife expressly because she was not a traditional homemaker. Both because I wanted to be more involved with the family, & because career women are far more interesting to me."

"You need some work on your research design. It's not really clear. Also, always have a don't know/no response choice. Some categorie not mutually exclusive. Good luck on your research - God bless."

(Additional comments continued)

"They need to update Educational needs for students that are becoming teacher and try to place them in the real world setting."

"I really can't see how this can be of very great assistance. My wife & I have been married 33 years and my attending the Univ. is no big deal to us. Thanx for the coffee! Nice touch!! Good luck 'dr.'" (student's name)

"My first career is a homemaker, wife and mother, and will continue to be the same. My second career, in accounting, is a way of being a productive person after the intense needs of my children have diminished. I arrange my school schedule to meet my priorities. I have had few problems returning to school after so many years. I have found my study habits better than when I was younger. I have been accepted by my fellow students of all ages. And I have found my practical experience of great benefit in understanding my class work. The only two problems I have encountered that are worth mentioning are: 1) the lack of good advising about my course of study; and 2) the attitude of some instructors who do not consider me a serious student. Because I put my husband and children first, I feel their willingness to support me, in earning my degree, is increased. As a family we make sacrifices for one another that benefit us all."

"(Department Head) needs to be pushed more to expand business contacts as head of dept. for benefit of students."

"I began as an undergraduate freshman in January of 1982. I have completed the requirements for two undergraduate degrees and I am now working on a Masters in Marriage and family therapy. I am very happy with the support that O.S.U. has given. And I am so grateful to have made it this far. O.S.U. has excellent support systems in math, english, and in their clinical programs. Thanks, O.S.U." (student's name)

"This will be strangely skemed because nowhere does it address unusual circumstances such as disabling physical conditions in spouse, etc. My husband is unable to assume a lot of responsibility he would choose to under other circumstances."

"OSU seems to not care about commuters. It's hard to drive 2 hrs/day/work/home/spouse."

(Additional comments continued)

"The thing most frustrating to me is the very limited availability of courses for returning students who also have a full time job. OSU does not seem to have much of a commitment to meeting the needs of 100% employed students. While other universities are offering evening and weekend courses, OSU seems to be resisting this as long as possible. They see offering 7:30, 12:30(lunch time) and 4:30 classes as adequate. This leads some of us to look to other schools for some of our courses that are offered at times more convenient to us."

"The school needs to remember - adult students must make a living & go to school. Finacial aid is designed for those people w/o incomes. Even though I work & have an income, I'm supporting a family. There need to be a way aroud this. Classes should be more available in the evenings. There needs to be a coordinater for commuting students to arrange ride sharing."

"I have an unusually supportive spouse - willing to do everything. But I need financial aid so I don't have to work full time and go to school because the stress is killing me. I hardly have 2 hrs. a week that I do anything but work or sleep. I put in 14-15 hour days everyday and then read several nights a week. OSU needs better job/career counseling for really how to conduct job searches after graduation. How does a person get the contacts to really get a job? About one aspect - neither the man's nor the woman's place is in the home but home & family are sufficient & worthwhile goals if that is what you choose. It would be best for the children if one parent were there full time."

"Some of the questions were so poorly written that to answer them would in no way reflect an accurate picture. Those I did not answer."

"Now, that I'm older, everthing seems different. Because I have changed, education is of greater importance, but harder to obtain. With much determination, its going ok (not easy). The courses seem easier along with school policies and teachers. Finding the time to study is the hard part! The tuition for myself is the least of my expenses. Childcare and gas (commutor) expenses are more, making it difficult, financially."

"In general, I know where support services are available on campus but haven't yet needed most of them yet. O.S.U. has a bad habit of changing rules and procedures without reason or notice. I think this problem should be remedied."

VITA

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