

A STUDY OF SELF-PERCEIVED REASONS FOR
ADULTS RETURNING TO GRADUATE SCHOOL

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PREFACE

This survey is primarily concerned with the reasons why adults are returning to graduate school. Graduate students classified as re-entry students answered a questionnaire and ranked their reasons for returning to graduate school. This study compares the answers of those students 26 years or older who have been out of school for at least three years. It is hoped that the results of this study have contributed to a better understanding of the expectations of adults returning for graduate work.

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CHAPTER I

THE NATURE OF THE PROBLEM

According to United States population figures, the number of 18 to 21 year olds in this country will decrease until the end of this century. Faced with the decline in traditional enrollments, colleges and universities have begun to look to new groups for college students of the future. According to Winn, one large segment of the new student body is expected to be the adult learner.¹ With increasing numbers of adults that are predicted to return to higher education, and with the increasing economic dependency of institutions for these numbers, the adult student becomes a central player in the role of higher education.

In the past, adults have been admitted to the academic environment with little special consideration, yet adults are coming to institutions with clarified reasons which are distinct from those of the traditional student. Knowles states:

Considering that the education of adults has been a concern of adults has been a concern of the human race for a very long time, it is curious that there has been so little thinking, investigating and writing about adult learning until recently. The adult learner has been a neglected species.²

In studying possible solutions to the enrollment decline, Winn feels colleges and universities have three broad options to maintain present enrollments: market adjustment, outreach, or continuing education.³ Depending upon the institution's clientele, location, and mission, each institution will need to consider its future involvement and

commitment to the adult students that will be a significant part of college enrollments. Cross theorizes that learning is addictive, resulting in an increased demand.⁴ It is a fact that the adult population of the United States is better educated with each passing generation; thus, the more college graduates, the more potential graduate student enrollments. In addition to societal changes such as expanding participation by women in college degree programs, changing career patterns, increasing job competition, and enlarging economic pressures, there is an indication of renewed interest and re-entry into graduate school.

Many colleges are beginning to consider the need of attracting adults to graduate programs; however, with the recruitment of new students, an institution of higher learning needs to consider its responsibilities to those students. Neugarten suggests that although adults may be better educated than past generations, they will want and need a wider range of options in work and will look for meaningful uses of time and ways to achieve self-enhancement.⁵ New adult students should be recruited only if there is a chance that self-perceived success is possible and if the institution has the facilities to assist the students in their self-directed goals. This is ideally possible only if the institution understands the reasons that cause the adult to return to college. Cross feels that adults are already active learners, but colleges attract the adult students

away from the self-directed learning projects into programs designed, directed, and made legitimate by others. The point of the learning society, after all, is to develop independent, self-directed learners. It is not to create a society in which learners become increasingly dependent on an educational establishment to decide what, when, where, and how people should learn.⁶

Whatever the programs and whatever the options of colleges and

universities, there is a need to know the reasons that motivate the adult student to return for graduate study.

Purpose of the Study

Since research has not been conducted on the reasons for adults returning for graduate study at Oklahoma State University, the purposes of this study were the following:

1. Survey the self-perceived reasons for adults returning to graduate programs at Oklahoma State University.
2. Provide a description of those reasons of returning adult graduate students at Oklahoma State University, so that possible relationships might be revealed between reasons given and age, sex, marital status, or degree held.
3. Ascertain trends of self-perceived needs related to the reason for re-entry.

Limitations of This Study

The population study was drawn from, and specific to, returning adult graduate students at Oklahoma State University.

Data was collected by an experimenter-compiled questionnaire. An assumption was made that the respondents were honest in their expression of reasons and that the questionnaire provided an adequate means of collecting the data.

Definition of Terms

Adult Returning Graduate Student. Those students 26 years of age or older that have been graduated and out of school for at least three

years before returning for graduate work.

Self-Perceived Reasons for Return. Reasons for returning to graduate school that the students feel motivated or caused their desire to re-enter college.

Research Questions

The main purpose of this study was to provide a profile of returning adult students' reasons for graduate study. The research questions asked were:

1. What are the characteristics of returning adult graduate students in regard to:
 - a. age,
 - b. sex,
 - c. marital status,
 - d. number of children, or
 - e. degree held?
2. What are the reasons that men and women over 26 years of age, who have been out of school three years or more, give for return to graduate school?
3. What needs related to their re-entry do they perceive as important to furthering their progress at Oklahoma State University?

Hypotheses

1. There are no differences between men and women in regard to reasons given for returning to graduate school.
2. There are no relationships between age, sex, marital status, or degree groups and reasons for returning to graduate school.

Organization of the Study

Chapter I presents a general description of the nature of the study. Included in the chapter are the introduction, the purpose of the study, limitations, definitions of terms, research questions, and organization of the study.

Chapter II reviews recent research and literature related to this study.

Chapter III describes the procedures involved in the collection, analysis, and evaluation of data.

Chapter IV reports the data collected from adults returning to graduate school.

Chapter V includes a general summary of the study, implications, and conclusions based on the data collected.

FOOTNOTES

*¹Ira Jay Winn, "Turning the Screw: Higher Education in the 1980s and 1990s," Phi Delta Kappan, 61 (June, 1980), p. 686.

²Malcolm S. Knowles, The Adult Learner: A Neglected Species (Houston: Gulf Publishing Company, 1973), p. 27.

³Winn, p. 686.

*⁴K. Patricia Cross, "Our Changing Students and Their Impact on Colleges: Prospects for a True Learning Society," Phi Delta Kappan, 61 (May, 1980), p. 6.

⁵Bernice L. Neugarten, "Age-Groups in American Society and the Rise of Young-Old," Annals of the American Academy of Political and Social Science, 415 (September, 1974), pp. 187-188.

⁶Cross, "Changing Student," p. 629.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

For many years the adult learner was the forgotten student in the higher educational environment, and most efforts were directed to the traditional student. Secondary schools were the first to recognize the need to serve the adult that wanted to complete a high school diploma. As those same adults completed their secondary education, they also began to enroll as undergraduates in colleges and universities. Even so, institutions tended to expect the adult to fit the mold designed for the young college student. Some years passed before adults received special attention and services. It is likely that the neglect of the adult learner would have continued except for a combination of events and demographic changes in our society that coincided with major enrollment changes in institutions of higher education.

Educational opportunity for adults expanded after World War II. The depression and war interrupted the education of many students. As adults, these students were eager to return to institutions of higher learning when the G. I. Bill made it possible for many to return full time. Some who acquired family responsibilities sought education in the evenings, at odd hours, and off-campus.¹

In 1975, the United States Census Bureau estimated that persons age 25 or older comprised 56 percent of the total population. The age group

from which traditional college students came was declining in size each year.² In addition, a smaller percentage from the latter group was enrolling in college. The reasons for this decline are generally agreed upon: a greatly slowed birthrate; a tightening professional job market; increased costs for higher education; a decline in middle-class interest in pursuing a bachelor degree as an entree to the labor market; and the absence of national pressures such as selective service.³

With the declined enrollment of the young, traditional student, colleges and universities became interested in the adult learner. Research and literature began to appear about lifelong learning, adult continuing education, adult students, returning students, women students, and minority students.

Knowles states that the concept of adult education and lifelong learning formalized in 1972 with the publication of the report of the International Commission on the Development of Education by UNESCO, entitled Learning to Be.⁴ The report recognized that changing forces in the American society would make education essential throughout life. It also prompted institutions to become aware of their role in educating adults, a role that would have to accommodate the high and low achieving adult students. Many institutions of higher education began to feel that in order to maintain facilities they must accommodate a nontraditional learner.⁵

Even with the new awareness, higher education made limited adjustments. The tendency was to extend the existing college system rather than develop new systems. That response ignored educational research which clarified life stages, differing needs, and varying life experiences.

Theories on Adult Learners

Knowles applied theories and findings about adults and their development to a concept called andragogy, "the art and science of helping adults learn."⁶ Andragogy's foundation rested in the assumptions that as an adult matured (1) the self-concept changed from dependent to self-directing; (2) experience became an increasing source for learning; (3) readiness to learn was oriented to social roles; and (4) time took on an immediate relationship with application, which resulted in problem centeredness learning.⁷ Knowles stated that

the traditional theories of learning, both behaviorist and cognitive, only explain how to instruct, not how to facilitate lifelong learning. Lifelong education requires a new theory that takes into account physical, mental, emotional, social, spiritual, and occupational development through the life span; that explains learning as a process of inquiry and illuminates the competencies necessary to engage in this process; and that provides guidelines for performance. . . .⁸

Nontraditional courses and extension sites constituted the first steps in providing adult learners with learning services. Yet Knowles sees a greater hurdle that colleges and universities have yet to try to get over, that of retraining professors to be facilitators of learning and designers of self-directed learning experiences.⁹

Maslow's self-actualization ideas reinforce the difference between adult students and younger college-age students. Their needs are different because they are different.

So far as motivational status is concerned, healthy people have sufficiently gratified their basic needs for safety, belongingness, love, respect and self-esteem so that they are motivated primarily by trends to self-actualization. . . .¹⁰

Thus, adults possess a great body of knowledge when they come to an institutions of higher learning, and they expect much of their college or university.

Cross' research and study of the adult in higher education revealed important characteristics of those students. Today's adult students represent a distinct group in the educational society with little input, social policy, or equal opportunity.¹¹ The problem is compounded because colleges could see two potential types of adult students, each with opposing reasons for needing higher education. Some need more basic education; others need advanced education. This notion is supported by the Munday survey that distinguished two groups of adult students: the older, part-time, commuter, evening, more fluent students and the older, part-time, less adequate student.¹² Cross insisted that the goals of self-directed learners can be enhanced if colleges "are encouraged to think beyond institutional survival to providing for the real needs of adult learners."¹³ Most of the needs for both groups can be met best if the adult is considered to be a different kind of learner.

In light of Winn's suggested solutions to the prospect of decline, enrollments do comprise a large part of outreach and continuing education.¹⁴ However, he warned that the concept of continuing education is jeopardized "because most universities simply funnel older students into the same old framework."¹⁵ That framework cannot continually meet the problems of a new decade and new students.

In 1975, 27 million adults were participating in some learning activity; 6.6 million of them were working toward a college degree. The rate of growth in adult education increased 52 percent from 1972 to 1975.¹⁶ Each year more colleges record an older average age for students. According to Loring, the demand for education by adults is real, although adaptation, innovation, or reorganization at the universities

has yet to begin.¹⁷ Programs, courses, and methods remain traditional.

Challenge to the University

The literature seems to support the fact that adults are a significant student group in the educational environment. Institutions which acknowledge this accept the challenge of providing service for the adult student. A review of the literature indicates that some colleges and universities have made accommodations for the adult student, although many issues are yet to be resolved.

Loring identified six efforts for institutions of higher education: (1) flexible schedules, (2) change in the physical setting, (3) special admission and retention policies, (4) interdisciplinary degrees and programs, (5) use of media for delivery of knowledge, and (6) change in the educational experiences.¹⁸ By making graduate, and then undergraduate, classes available in hours that are more convenient for adults, most institutions have succeeded. The second adaptation that many institutions achieved for the adult student is in changing the educational environment, especially by offering off-campus classes. Adults have experienced some changes in admission and retention rules in undergraduate programs but rarely in graduate programs. In this respect, Loring feels many of the problems that adult learners face in higher education institutions are based in the deep-seated notion of Academic Excellence. "Accustomed to the more selective body of young adults who have reached higher education through the familiar academic path, most college administrators and faculty alike seem to be obsessed with the fear that education geared to adults implies a lowering of academic standards."¹⁹

Interdisciplinary programs that allow for the broader interests of

adults have appeared in the degree requirements of some institutions. Use of specialized media knowledge concerning classroom environments and materials for adults also vary. Lastly, the change in teaching practices has drawn on the experience of the adult learner, but this change varies among instructors. The fact remains that many institutions have only meagerly begun to use new techniques for adult students because no urgent outcry has demanded change.

Loring also perceived other secondary issues that needed consideration for the adult student, including academic grading procedures, retraining of prior graduates, and inclusion of life experience in course content.²⁰ Entrance policies limit admittance for the adult who early in life had a low college grade point. Current grading gives little time for a returning adult to adjust to the new status of student and rarely measures adult academic accomplishment. Few universities have planned possible courses for retraining graduates in specialized knowledge fields. Course content rarely includes life experience knowledge or input but rather builds on sequenced content and specialized terminology. Higher education has not yet provided adequate financial help for returning adults in the form of low interest loans, larger amounts of loan money, or housing for adults who would prefer to live on campus but are single parent families.

National statistics indicate that "the problem is that while 40 percent of all post-secondary students are part-time students, 94 percent of financial aid is designated for full-time students only."²¹ That is a problem for women; those that need to return for graduate or undergraduate degrees are hindered by children and finances.

Hartle surveyed graduate departments in four schools. The chairman

of those departments indicated that traditional application requirements have failed older applicants in three major ways:

1. Test scores may not be accurate reflections of true ability, especially if taken after some years away from an academic setting.
2. Transcripts do not reflect recent grade inflation, and grade point averages of older applicants may not compare favorably with younger students.
3. Older applicants may have difficulty obtaining recommendations from faculty members who had them several years ago.²²

The study concluded that few departments had identified older students as a special needs group. As Loring concluded, there is an ambiguity of commitment of service to the adult student at some institutions, although higher education has ". . . a golden opportunity to re-examine existing policies which have too long been taken for granted."²³

Drazek emphasized that the adult student needed a fairer consideration, and there was no time for complacency.²⁴ Siegel predicted, however, that higher education would undergo a change willingly or not because of the change in the makeup of the student body. "The older learner is not likely to be a passive recipient of the traditional college program developed by curriculum committees or established by tradition and offered in traditional ways."²⁵ It seems apparent that changes in ages of students will make changes in undergraduate and graduate programs, but there should be changes in bureaucratic routines, such as admissions and registration. California institutions are recognizing the need for programs and procedural changes and are changing their perceived function in a learning society.²⁶ Siegel feels the changes ". . . represent an opportunity for colleges to re-focus their old emphases . . . to how to best serve students."²⁷ Hodgkinson warned that the

higher education model was linear and one-way bound, but

what is emerging increasingly is a lifelong learning model that looks far more like the scramble system where throughout one's life one is able to choose from a variety of educational settings according to the needs a person has at a particular time. Unless we recognize the needs of new learners and make effective responses, we are going to be in great trouble, especially as we face appropriation committees and state legislators and even private foundations.²⁸

Although most of the literature recognized a change in higher education due to the shift in adult enrollments, few innovative changes have been made over all. However, the literature also indicated that institutions are becoming aware of the adult student force. In times of pressure, there are possibilities for progress, but each institution must identify the direction of its service.

Assumptions for Returning Undergraduate Students

Americans today are mobile, live longer, have more leisure time, and experience more occupational change. The fact that adults are enrolling in colleges also means that adults see and expect much from education. Leckie stated that adults continue ". . . to believe in the possibility of both achievement and alternatives at stages of their lives when such would have seemed impossible even 20 years ago."²⁹

The general assumption has been that adults returned to higher education because they wanted to specialize. Kimmel's research for Educational Testing Services in 1972 found that the reasons given by 46 percent of adults for returning for undergraduate and graduate programs were related to occupational and career purposes.³⁰ The only exception was in the age group aged 55 or over. That study indicated that adults usually entered college not seeking graduate degree credit, although that often resulted in a program. Many adults would like to further

their education but are also financially limited. Some surveys indicate that many adults would enter college if finances were available.³¹ In addition, those that experience some measure of academic success are more likely to return.

In 1978, Hengesbach administered a questionnaire to adult students at the South Bend campus of Indiana University.³² Of their extension classes, 50 percent were between the ages of 29 and 43. Sixty-five percent of both males and females were attracted by the flexible degree structure. Only 29 percent of the males and 21 percent of the females were interested in gaining credit for life experiences. When asked why they returned to college, the largest percentage of both males and females marked responses to "fulfill my desire to get a degree." Thus, this survey indicated the degree satisfied a personal motive more than a job-related motive.³³

Johnson's research on returning students at the University of Maryland in 1976 found half of the returning students wanted courses or degree programs other than the traditional selection.³⁴ Few differences existed between returning men and women, except that women, who averaged five years older than returning men, indicated a concern with personal fulfillment. Johnson concluded that programs designed for the stereotypical returning student might not meet the needs of that group. He encouraged further research before hastily developing programs and services.³⁵

In 1972, Riddell and Bingham surveyed returning adult women. Despite age and background differences, all shared a common goal: to get a college degree after years spent away from the classroom.³⁶ Yet other women in the back-to-books movement stated economic and career

opportunities as reasons for returning. Of those older returning women enrolled in college, most were enrolled in undergraduate programs.³⁷ According to the Department of Health, Education, and Welfare's statistics, women 35 and over had increased 67.5 percent between 1940 and 1974. By 1978, women accounted for 49.9 percent of all college students.³⁸ As a contrast, Pfiffner stated that proportionately fewer women are in professional and managerial positions today than in 1940, but women apparently feel higher education is a viable answer today to many of their other needs.³⁹

The specific reasons adults return to graduate or undergraduate school are the foundations on which an institution can base part of its services and functions. The presence of older students tells institutions that ". . . much of our population continues to believe in the possibility of both achievement and alternatives at stages of their lives when such would have seemed impossible even twenty years ago."⁴⁰ In order to serve this growing segment better, an institution must understand the motivations of its adults who are returning to do graduate study.

Returning Graduate Students

In the United States in 1977-78, the number of doctoral degrees decreased 7.6 percent, and master degrees declined 1.7 percent. This decline is due to the 7,800 fewer degrees conferred in the field of education, since other fields increased over the preceding year.⁴¹ In a five-year period, business, public affairs and services, and health professions show consistent growth of graduate degrees.⁴² At the same time, there has been a shift in college enrollment age. The number of

persons under 25 years of age is decreasing, while there have been significant increases in the enrollment of older age groups.⁴³ If not now, that trend will be soon noticed in graduate programs, too.

Comparatively little has been written concerning adults that return for graduate study. Like the adult undergraduate, the mature graduate student has been expected to conform to the traditional program and its requirements. Many universities have required a minimum undergraduate academic record that can hinder the adult who later in life desires redirection. Labor statistics indicate that most adults can now expect to change occupations or to need to upgrade their professional skills. This becomes the reason that the literature reflects a new interest in the adult graduate student.

Graduate and profession education are affected by who attends colleges and what is achieved there. Passmore, Mayhew, and Ford feel "American universities tend to treat graduate students as though they were undergraduates and to organize their learning along custodial or protective lines."⁴⁴ As older students enter this environment, there can be a questioning and redirection. Yet the activity of "graduate education is a future-oriented activity."⁴⁵ There the problem exists. The student is looking to future activity, while the graduate program is based in a past tradition. Thus, it is important to consider the differences in older graduate students.

Hartle found four traits which distinguish older graduate student applicants from younger applicants:

1. There are more women than men in the older group;
2. Older applicants were more likely to have previously attended graduate school;

3. Older applicants are less likely to be undecided about their field of graduate study;
4. Older applicants are more likely to select career oriented fields that offer job opportunities than younger students.⁴⁶

Although older adults comprised 15 percent of all applicants, the adult graduate student had not yet become a central issue. Hartle confirmed that "at several institutions we felt individuals [administrators] discussed our study with a detached, almost academic concern."⁴⁷

Pogrow sought to ascertain why most doctoral students at Stanford University were young, continuous students. Admissions officials stated that they felt a definite preference for young applicants for three reasons:

1. Younger applicants score better on admission criteria;
2. Continuity was considered an indication of commitment;
3. Older students are more likely to be dissatisfied with research orientation.⁴⁸

However, Pogrow further found that using age, Graduate Record Examination scores, and departmental preference, age per se did not appear to affect performance of graduate students. He suggested that "some of the concerns of admissions officials, relative to admitting older students to doctoral programs, may be exaggerated."⁴⁹

Research at the University of Houston, where half of the total population is over 23 years of age, obtained information on problems and needs of older students. The study found older students most often returned because of dissatisfaction with jobs.⁵⁰ The study also found its graduate students were self-directed, expecting specific and well-directed programs.

Davis⁵¹ and Trent and Medsker⁵² seem to suggest that continuous

enrollment is related to prestige of the graduate institution, the field of study, and sex but did not explore the influence of age. Wright concluded in his study that age is inversely related to the likelihood of completing a doctorate, but he did not control for past academic ability in his subjects.⁵³ Studies on the relationship of satisfaction with a program to attainment of the doctorate find contradicting indications. Renetzky found that there was a direct relationship between satisfaction and attainment, without making conclusions on age of the student.⁵⁴ Tucker also found that relationship.⁵⁵ However, Wright found no relationship among the same variables.⁵⁶

Igbani's research at the University of Wisconsin concerning motivations of graduate students recognizes the inherent social and expectation differences between young and old graduate students. He concluded:

. . . there is the 'adult realism' of older graduate students based on their pragmatic life experiences. On the other hand, there is the 'youthful idealism' of younger graduate students who in relative terms have not yet experienced as many life adjustments and compromises as older graduate students."⁵⁷

In his study, he hypothesized that older graduate students gauge their educational success in terms of money and occupational status. This hypothesis received mixed support, with half of the reasons for graduate study related to job and income.⁵⁸ He also found only partial differences between male and female graduate students.⁵⁹

In conclusion, Clarke argues that the social context is too often forgotten in research on graduate students. Variables such as age, marital status, or educational background would not solely determine entry in college graduate programs although they have a strong influence. Rather, he argues that ultimate success for the older student depends on "fit" between self and institutional variables; variables that

unfortunately are not obvious in many institutions.⁶⁰ Carter's research found "fit" was not revealed in reasons given by enrolling graduate students.⁶¹ Instead, the reason most often given was "increased knowledge" with "meeting educational requirements" least important. Research on the adult graduate student is yet to be clear or definite in findings. In a McGraw-Hill survey requesting predictions for the year 2000, a majority of institutions felt college attendance would change from continuous to continuing, with increasing emphasis on graduate education.⁶² Not only will characteristics of the student change, but educational settings and offerings will change, too. If predictions of the learning society are fact, it may soon be essential that individual needs and institutional roles become joint goals.

Summary

With more than 1.5 million Americans 35 years old and over returning to higher education, institutions need to consider both the individual and institutional implications for such enrollments.⁶³ The reasons that cause adults to return to graduate school could be the first step in a major change and restructuring of graduate programs. In the past, social forces outside higher education have changed the system. The elective system, the technical curriculum, and the land grant college all resulted in part because of forces or pressures from outside the governance system in higher education. Burnett says that in the past change became "a matter of magic in the process or instant imitation of what some other university has done."⁶⁴ History suggests that some changes will result if adults continue to enroll in larger numbers. Hasty changes can be made at the last minute in response to

overwhelming demand or careful modification can be based on research or an existing need.

The literature indicates that adults returning to graduate school possess self-direction and high expectation. Adults seem to be able to carry heavy loads and succeed. They also seem to want more input into their plans of study. At the same time, trends indicate that in order to maintain enrollments at their current levels, universities may soon need even more adult students. The adult student has already become a prime but unheard factor in university survival with 10 million adults in continuing education, graduate study, and part-time courses.⁶⁵ The worst that may happen in a learning society is learning without standards and institutions that do not plan for future needs.⁶⁶ If institutions do not conduct research and plan for change, adult students may look to other types of schools.

FOOTNOTES

¹Stanley J. Drazek, "Adult Continuing Education Growth: No Time for Complacency," Intellect, 106 (August, 1977), p. 49.

²Ernest W. Kimmel, "Back to School: The Older-Than-Average Student," College and University, 51 (Summer, 1976), pp. 679-680.

³Ira Jay Winn, "Turning the Screw: Higher Education in the 1980s and 1990s," Phi Delta Kappan, 61 (June, 1980), p. 686. *

⁴Malcolm S. Knowles, "Adult Education: New Dimensions," Educational Leadership, 33 (November, 1975), p. 85. *

⁵Joseph A. Fisher, "Yesterday's Student-Tomorrow's Challenge," Paper presented at the 20th Annual NCRA meeting (Champaign, Illinois, October 28-29, 1977), p. 10.

⁶Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 38. *

⁷Ibid., p. 39. *

⁸Ibid., p. 87.

⁹Ibid., p. 88.

¹⁰Abraham H. Maslow, Motivation and Personality (New York: Harper and Row, 1970), p. 25. *

¹¹K. Patricia Cross, "Our Changing Students and Their Impact on Colleges: Prospects for a True Learning Society," Phi Delta Kappan, 61 (May, 1980), p. 626. *

¹²Leo A. Munday, "College Access for Nontraditional Students," Journal of Higher Education, 47 (November/December, 1976), pp. 681-699. *

¹³Cross, p. 629.

¹⁴Winn, p. 686.

¹⁵Ibid., p. 687.

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⁶⁴Collins W. Burnett, "The Myth of Change in Higher Education," Intellect (April, 1974), p. 424.

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CHAPTER III

METHODOLOGY

Introduction

This chapter describes methods employed in conducting the survey of reasons given by adult graduate students for returning to college. Included in the chapter is a description of the questionnaire, the pilot study, and the selection of subjects. It also contains an explanation of the procedures for collecting the data and type of research used in analyzing the data.

The number of degrees awarded in the state of Oklahoma increases significantly in the last decade. Master's degrees increased 23.3 percent in the state system from 2,507 in 1968-69 to 3,092 in 1978-79.¹ The increase was smaller at the doctoral level, from 394 in 1968-69 to 395 in 1978-79, a .3 percentage increase, but there was a continual and steady increase in graduate enrollment in the state universities. These data are symptomatic of graduate enrollment increases in general. Nevertheless, while graduate enrollments continued to rise, there has been no survey to determine the reasons for these increases. It has been assumed that graduate students return principally to enroll in degree programs, although the concept of a lifelong learning society is appearing in both regular and extension enrollments.

In fiscal year 1979, Oklahoma higher education extension programs enrolled 22,857 students in noncredit conferences, short courses,

seminars, and workshops. Another 2,873 enrolled in correspondence courses, while 5,753 adults enrolled in extension credit courses.² These figures presented a 20 percent increase over a single year. Regular graduate enrollment at Oklahoma State University has continued to increase, with a 1980 fall enrollment of 3,373 or 9.9 percent more than in 1978.³

Why are graduate students enrolling at Oklahoma State University? This study documents an attempt to see whether adults return for traditional degree goals or for personal learning goals.

Description of the Questionnaire

Since there has not been a previous survey conducted at Oklahoma State University and as there is not a national standardized instrument to assess such reasons, the researcher constructed a questionnaire (see Appendix A).

The adult returning graduate student was defined as at least 26 years old and out of school for at least three years; therefore, questions 1 and 2 were necessary to establish the defined population.

One of the objectives of the survey was to reveal any relationships between reasons and sex or age; therefore, questions 2 and 3 established that base for the data.

Another purpose of the study was to reveal any trends or needs that might be present. Consequently, questions 4 through 8 and 11 were included to provide some information that might establish such.

Question 9 is a checklist of possible reasons adults might give for returning to graduate school. Some items on the list were established by reading the Ginzberg and Yohalem study;⁴ others were suggested by

Carter⁵ and Malin.⁶ The remaining items were established by the researcher. As safeguards for receiving complete information, the response of "other" under question 9 and then question 10 were included.

Description of the Pilot Study

The questionnaire was field-tested in a pilot study of 30 graduate students. In order to insure that a respondent would not be included in both the pilot study and survey, the pilot study sample had been enrolled at least prior to the fall, 1980, semester. This requirement would remove a student from the designation of "re-entry" student in the Graduate College. The wording of question 10 changed from the pilot study.

Description of the Subjects

The population surveyed in this study consisted of "re-entry" graduate students enrolled in the fall, 1980, semester at Oklahoma State University by September 5, 1980.

The Graduate College at Oklahoma State University assigns each student to an enrollment category each semester a student is enrolled. A graduate student can be classified as special, re-entry, or continuous. The first semester in the Graduate College students are classified as "re-entry" graduate students. The following semester they become "continuous" students. The Graduate College roster includes any re-entry student enrolled in one or more courses, on-campus or through extension. The survey made no attempt to discriminate between full- or part-time students nor regular or extension coursework.

In addition to "special" and "continuous" students, three groups of students were excluded. Those classified as post-Master or post-Doctoral are considered short-term or temporary students with specific requirements yet to be fulfilled. That group was excluded from the population because they would be enrolled to fulfill institutional requirements. The second group excluded were students citing a permanent address in a foreign country. A third group excluded from the study evidently withdrew from school. Addresses of Graduate College enrollees on September 5 were checked with a November list. Names missing from the recent list were not included in the survey.

Educational research has established that a well-selected sample can produce generalizable results.⁷ However, the resulting set of 151 names was not unmanageably large or geographically scattered, so the questionnaire was mailed to the total.

Procedures for Collecting the Data

The questionnaire (see Appendix A), a cover letter (see Appendix B), and a stamped return envelope were mailed to the 151 re-entry graduate students the first week of December, 1980. Each questionnaire was coded for control purposes. Ten days after the initial mailing a follow-up letter (see Appendix C), another questionnaire, and envelope were sent to the remaining non-respondents. When the response date had passed, the code key was destroyed to insure confidentiality of the participants.

Type of Research

The research study employed an ex post facto design. That design

studies variables in retrospect for their possible relationships and effects on other variables. In this study the variables had already occurred, and no attempt was made to control them. Reasons for returning to graduate school had been determined before the study was conducted. Thus, the study began with observation of the variables.

Analysis of Data

Of the 151 re-entry graduate students, 105 or 66 percent, responded to the questionnaire. Of that number, only 42 met the criteria requirement of the study.

A summary table is included for consolidation of the data. A weighted frequency response table also is presented to evaluate data. Crosstabulation tables for each category are presented (see Appendix D).

FOOTNOTES

¹Facts About Oklahoma Higher Education (Oklahoma City, Oklahoma: Oklahoma State Regents' Office for Higher Education, 1979-80), p. 2.

²Doug Dollar, ed., "The Quiet Revolution," The Oklahoma Stater (Stillwater, Oklahoma: Division of Public Information, October, 1980), p. 3.

³Facts About Oklahoma Higher Education (Oklahoma City, Oklahoma: Oklahoma State Regents' Office for Higher Education, 1980-81), p. 2.

⁴Eli Ginzberg and Alice M. Yohalem, Educated American Women: Self-Portraits (New York: Columbia University Press, 1966), pp. vii and viii.

⁵Carter, pp. 78-80.

⁶Malin, p. 9.

⁷L. R. Gay, Educational Research (Columbus, Ohio: Merrill Publishing Company, 1976), p. 66.

CHAPTER IV

PRESENTATION OF THE DATA

Introduction

This study was designed to investigate the reasons why adults age 26 or older return to graduate school at Oklahoma State University. This chapter reviews the demographic data, reasons, and comments of 42 respondents.

Table I reveals the following demographic data describing respondents. Of the 42 respondents, 24 (57.1 percent) were female, and 17 (40.5 percent) were male with one value missing.

The five age groups range from 26-32 to over 53 with 40.5 percent being 26-32, 28.6 percent between 33-39, 16.7 percent in 40-46, 4.8 percent in 47-53, and 7.1 percent over 53.

Marital status reveals no one separated or widowed in the responding population. Four respondents (9.8 percent) are single; 35 (85.4 percent) are married; and two (4.9 percent) are divorced.

Respondents with a bachelor degree total 24 (57.1 percent); 16 (38.1 percent) have a master degree; and two (4.8 percent) have a doctors degree.

Table I percentages are not consistent with percentages in some tables because a few questionnaires were not answered completely in all demographic categories, while other categories contain no missing data. Row or column percentages in the computer output vary by no more than

TABLE I
 DEMOGRAPHIC DATA DESCRIBING THE RESPONDENTS

Variable	Frequency	Frequency Variable
<u>Sex</u>		
Female	24	57.1
Male	17	40.5
Missing Value	1	2.4
<u>Age</u>		
26-32	17	40.5
33-39	12	28.6
40-46	7	16.7
47-53	2	4.8
over 53	3	7.1
Missing Value	1	2.4
<u>Marital</u>		
Single	4	9.5
Married	36	85.7
Divorced	2	4.8
Separated	0	0
Widowed	0	0
<u>Degree</u>		
Bachelors	24	57.1
Masters	16	38.1
Doctors	2	4.8

one percent when missing values are adjusted out of tables.

Table II summarizes all responses.

Crosstabulations

Age by Sex

Table III (see Appendix D) crosstabulates the age group of re-entry graduate students with gender. Of the respondents in age group 26-32, five (29.4 percent of the age group) are male. Twelve (70.6 percent of the age group) are female. This was the age group into which most females fall, with 50 percent of all female respondents. Also, this age group was the second largest for males with 31.3 percent.

In the age group of 33-39, six were male, and six were female. This was the age group with the largest concentration of males with 37.5 percent of all males respondents falling into this group. In addition this group was the second largest age group for females. A total of six people were in age group 40-46. Two respondents were male (33.3 percent of the age group). Four were females (66.7 percent of the age group).

Age group 47-53 had one male and one female respondent.

The over 53 age group had three members, two males and one female.

Age by Marital Status

Table IV (see Appendix D) presents a crosstabulation of age groups of re-entry graduate students by marital status.

Of the 17 the population in the age group 26-32, two (11.8 percent of that group total) are single. Fifty percent of all single respondents fall in this age group; although across all age groups only four respondents are single. There are 15 (88.2 percent) of this age group

TABLE II
DATA SUMMARY

		Total	26-32	33-39	40-46	47-53	Over 53	Missing	Male	Female	Missing	Single	Married	Divored	Missing	Bachelor	Master	Doctorate
Reason 1	1st	0																
	2nd	1		1					1				1			1		
	3rd	2			1	1			1		1		2			1	2	
Reason 2	1st	3			1				1	2			3			1		2
	2nd	3	3						2	1			3			2		1
	3rd	2	1		1				1	1			2			1	1	
Reason 3	1st	9	4	2	1		1	1	3	6			9			5	3	1
	2nd	3	1	1		1			2	1			3			1	2	
	3rd	0																
Reason 4	1st	4	3	1					2	2		1	3			2		2
	2nd	7	1	1	2		3		3	4			7			2		5
	3rd	1	1						1				1			1		
Reason 5	1st	3		2		1			2	1			3			2		1
	2nd	1	1						1	1			1			1		
	3rd	4	3						1	3		2	2			3	1	
Reason 6	1st	0																
	2nd	0																
	3rd	3		1	2					3			2	1			2	1
Reason 7	1st	0																
	2nd	1			1				1				1					1
	3rd	0																
Reason 8	1st	6	1	1	3		1		2	3	1		4	2		3	2	1
	2nd	1		1					1				1				1	
	3rd	0																
Reason 9	1st	0																
	2nd	1						1	1				1					1
	3rd	0																
Reason 10	1st	3		2	1					3			3			1	2	
	2nd	3	1	1	1					3			2	1		2		1
	3rd	4	3				1			4		1	3			3	1	
Reason 11	1st	6	3	1		1	1		4	2		1	5			5		1
	2nd	4	2		2				1	3			3	1		3		1
	3rd	12	5	5			1	1	7	5		1	11			5	6	1
Reason 12	1st	0																
	2nd	4	2	1	1					3	1	1	3			3		1
	3rd	2	1		1				1	1			2			2		
Reason 13	1st	3	2	1						3		1	2			2		1
	2nd	0																
	3rd	1			1					1			1			1		
Reason 14	1st	1	1							1			1		1			
	2nd	6	4	2					2	4		2	4			4		2
	3rd	5	3	1	1				1	4			4	1		4		1
Reason 15	1st	0																
	2nd	1	1							1			1			1		
	3rd	0																
Reason 16	1st	4	1	2	1				3	1		1	3			2		2
	2nd	0																
	3rd	1					1		1				1					1

that are married, and 42.9 percent of all married respondents fall into this age group. None of the respondents in this age group fall into the divorced group.

Of the 12 respondents that are in the 33-39 age group, one (8.3 percent) is single. Since only four people in the total population are single, this one respondent represents 25 percent of the single respondents and 2.4 percent of the population of 42. In the same age group 11 (91.7 percent of the age group) are married. This represents 31.4 percent of the total population that are married. No respondents in this age group fall into any other marital status group.

In age group 40-46, of the seven respondents none fall into the single group. Five (71.4 percent of the age group) are married, and two (28.2 percent of the age group) are divorced. These are the only respondents that fall into the divorced status.

Two respondents are in the age group 47-53. One person is single, and one is married.

Table I and other tables are not consistent in percentages.

Age by Degree Held

Table V (see Appendix D) crosstabulates degree in hand with the five age group categories for the re-entry graduate students.

Of the 17 respondents in age group 26-32, 14 (82.4 percent of the group) have a bachelor degree, and three have a masters degree.

Age group 33-39 has 12 students. Five (41.7 percent of the age group) have bachelor degrees, and seven (58.3 percent of the group) have master degrees.

Responses

Need Skills for Employment

None of the respondents chose this answer as their first reason for returning to graduate school.

One person chose this as his second most important reason, being in the 33-39 age group (see Table VI in Appendix D) and male (see Table VII in Appendix D). This person is married (see Table VIII in Appendix D), with a bachelor degree (see Table IX in Appendix D).

Two people gave this reason as third in importance for returning to school, with one in the age group 40-46 and one in 47-53 (see Table X in Appendix D). One is male, with the other a missing observation (see Table XI in Appendix D). Of the two, both are married (see Table XII in Appendix D). One has a bachelor degree, and one has a master degree (see Table XIII in Appendix D).

Expect to Refresh Skills Never Used

Three people ranked this as their first reason for returning for graduate study, two in age group 26-32 and one in 40-46 (see Table XIV in Appendix D). One is male, and two are females (see Table XV in Appendix D), with all three married (see Table XVI in Appendix D). One has a bachelor degree, and two have master degrees (see Table XVII in Appendix D).

Three people gave this as their choice of a second most important reason, and all are in age group 26-32 (see Table VII in Appendix D). Two are male, and one is female (see Table VII), with all married (see Table VIII in Appendix D). Two have bachelor degrees, and one has a

master degree (see Table IX in Appendix D).

Two people gave this reason as third important. One is 26-32, and one is 40-46 (see Table X in Appendix D). There is one male and one female respondent (see Table XI in Appendix D); both are married (see Table XII in Appendix D). One has a bachelor degree; one has a master degree (see Table XIII in Appendix D).

Plan to Obtain a Profession or Certification

A total of nine people ranked this answer as their prime reason for returning to graduate school. Four are in age group 26-32; two are 33-39; one is 40-46; and one is over 53, with one missing value (see Table XIV in Appendix D). Three are males, and six are females (see Table XV in Appendix D). All nine respondents are married (see Table XVI in Appendix D). Five have a bachelor degree, three have master degrees, and one has a doctorate (see Table XVII in Appendix D).

Three respondents gave this as the second most important reason for returning, with one in age group 26-32, one in 32-39, and one in 47-53 (see Table VI in Appendix D). Two are male; one is female (see Table VII in Appendix D). All three are married (see Table VIII in Appendix D). One has a bachelor degree; two have masters (see Table IX in Appendix D).

None of the respondents gave this reason as third in importance.

Feel the Need to Acquire More Technology in

My Current Career

Four people gave this reason as first for returning to graduate school. Three are 26-32, and one is 33-39 (see Table XIV in Appendix

D). One is male, and one is female (see Table XV in Appendix D). One is single, and three are married (see Table XVI in Appendix D). Two have bachelor degrees, and two have master degrees (see Table XVII in Appendix D).

Seven gave this as their second most important reason: one in age group 26-32, one in 33-39, two in 40-46, and three over 53 (see Table VI in Appendix D). Three of the seven are males, and four are females (see Table VII in Appendix D). All seven are married (see Table VIII in Appendix D). Two have bachelor degrees, and five have masters (see Table IX in Appendix D).

One person gave this as third important. That one is in age group 26-32 (see Table X in Appendix D), male (see Table XI in Appendix D), married (see Table XII in Appendix D), and has a bachelor degree (see Table XIII in Appendix D).

Need Education to Change Career

Three people gave this reason as first in importance in returning to graduate school. Two are 33-39, and one is 47-53 (see Table XIV in Appendix D). Two are male; one is female (see Table XV in Appendix D). All three are married (see Table XVI in Appendix D). Two have bachelor degrees, and one has a master degree (see Table XVII in Appendix D).

One person gave this as a second reason for returning. That person is in age group 26-32 (see Table VI in Appendix D), female (see Table VII in Appendix D), married (see Table VIII in Appendix D), and has a bachelor degree (see Table IX in Appendix D).

Four gave this as third in importance. Three are age 26-32, and one is 47-53 (see Table X in Appendix D). One is male; three are female

(see Table XI in Appendix D). Two are single; two are married (see Table XII in Appendix D). Three have a bachelor degree, and one has a masters (see Table XIII in Appendix D).

Have Children Grown and Have Fewer Parental Responsibilities

No one gave this reason as first in importance for returning to graduate school.

No one gave this reason as second in importance.

Three people gave this as a third reason. One is 33-39, and two are 40-46 (see Table XIV in Appendix D). All three are female (see Table XI in Appendix D). Two are married, and one is divorced (see Table XVI in Appendix D). Two have master degrees, and one has a doctorate (see Table XVIII in Appendix D).

Need a Second Income

No one gave this as a first reason for returning.

One person gave it as a second factor in returning. That one is: age 40-46 (see Table VI in Appendix D), male (see Table VII in Appendix D), married (see Table VIII in Appendix D), and has a bachelor degree (see Table IX in Appendix D).

No one gave this as a third reason for returning.

Required by Present Job

Six respondents gave this factor as first in importance for returning to graduate school. By age groups there are: one in 26-32, one is 33-39, three in 40-46, and one in over 53 (see Table XIV in Appendix D).

Two are male; three are females; and one value is missing (see Table XV in Appendix D). Four are married; two are divorced (see Table XVI in Appendix D). Three have bachelor degrees; two have masters; and one has a doctorate (see Table XVII in Appendix D).

One ranked this as second in importance. That person is: age group 33-39 (see Table VI in Appendix D), male (see Table VII in Appendix D), married (see Table VIII in Appendix D), and has a master degree (see Table IX in Appendix D).

No one gave this as a third reason for returning.

Change in Family (Death of Spouse, Divorce,
Other)

No one ranked this first.

One ranked this as a second factor in returning to graduate school, with a missing age value (see Table VI in Appendix D). That person is male (see Table VII in Appendix D), married (see Table VIII in Appendix D), and has a doctorate (see Table IX in Appendix D).

No one ranked this third.

See Opening of New Professions and Skills for
My Sex

Three people ranked this reason as first in importance. Two are in age group 33-39, and one is in age 40-46 (see Table XIV in Appendix D). All three are females (see Table XV in Appendix D) and married (see Table XVI in Appendix D). One has a bachelor degree, and two have master degrees (see Table XVII in Appendix D).

Three people ranked this reason as second, one each in age groups

26-32, 33-39, and 40-46 (see Table VI in Appendix D). All three are female (see Table VII in Appendix D). Two are married; one is divorced (see Table VIII in Appendix D). Two have bachelor degrees, and one has a doctorate (see Table IX in Appendix D).

Four respondents ranked this reason third. Three are in age group 26-32, and one is in the over 53 group (see Table X in Appendix D). All four are females (see Table XI in Appendix D), with one single and three married (see Table XII in Appendix D). Three have bachelors, and one has a master degree (see Table XIII in Appendix D).

Personal Interest and Enjoyment

Six people ranked this reason as first in importance for returning to graduate school. Three are in the age group 26-32, one in 33-39, one in 47-53, and one over 53 (see Table XIV in Appendix D). Four are male, and two are female (see Table XV in Appendix D). One is single, and five are married (see Table XVI in Appendix D). Five have bachelor degrees, and one has a master degree (see Table XVII in Appendix D).

Four people chose this response as their second reason, two each in age groups 26-32 and 40-46 (see Table VI in Appendix D). One is male; three are female (see Table VII in Appendix D). Three are married; one is divorced (see Table VIII in Appendix D). Three have bachelor degrees; one has a master degree (see Table IX in Appendix D).

Twelve respondents listed this as a third reason for returning to graduate school. Five each are in age groups 26-32 and 33-39, with one over 53 and one missing value (see Table X in Appendix D). Seven are male, and five are female (see Table XI in Appendix D). One is single; 11 are married (see Table XII in Appendix D). Five have bachelor

degrees; six have master degrees; and one has a doctorate (see Table XIII in Appendix D).

Feel the Need for an Education

No one ranked this reason as first.

Four people ranked this as a second reason for returning to graduate school. Two are in age group 26-32, one in 40-46, and one in 47-53 (see Table VI in Appendix D). Three are females, with one missing value (see Table VII in Appendix D). One is single; three are married (see Table VIII in Appendix D). Three have bachelor degrees; one has a master degree (see Table IX in Appendix D).

Two ranked this reason as third in importance, one each in age groups 26-32 and 40-46 (see Table X in Appendix D) and one each sex (see Table XI in Appendix D). Both respondents are married (see Table XII in Appendix D), and both have bachelor degrees (see Table XIII in Appendix D).

Escape From Regular Routine

Three respondents ranked this reason first as a reason for returning to graduate study. Two are age 26-32, and one is age 33-39 (see Table XIV in Appendix D). All three are female (see Table XV in Appendix D), with one single and two married (see Table XVI in Appendix D). Two have bachelor degrees, and one has a master degree (see Table XVII in Appendix D).

No one gave this reason as second in importance.

One respondent ranked this reason as a third factor. That person is: age 40-46 (see Table X in Appendix D), female (see Table XI in

Appendix D), married (see Table XII in Appendix D), and has a bachelor degree (see Table XIII in Appendix D).

Feel Career Dissatisfaction

One person listed this as first in importance for returning. That person is: in age group 26-32 (see Table XIV in Appendix D), female (see Table XV in Appendix D), married (see Table XVI in Appendix D), and has a bachelor degree (see Table XVII in Appendix D).

Six people ranked this as a second factor for returning. Four are in age group 26-32, and two are 33-39 (see Table VI in Appendix D). Two are male; four are female (see Table VII in Appendix D). Two are single; four are married (see Table VIII in Appendix D). Four have bachelor degrees; two have master degrees (see Table IX in Appendix D).

Five ranked this reason as third. Three are in age group 26-32, one in 33-39, and one in 40-46 (see Table X in Appendix D). One is male; four are female (see Table XI in Appendix D). Four are married; one is divorced (see Table XII in Appendix D). Four have bachelor degrees; one has a master degree (see Table XIII in Appendix D).

Need Social Influence of College and New People

No one ranked this factor as first in importance for returning to graduate school.

One listed this as a second factor. That respondent is: in age group 26-32 (see Table VI in Appendix D), female (see Table VII in Appendix D), married (see Table VIII in Appendix D), and has a bachelor degree (see Table IX in Appendix D).

No one listed this as a third reason.

Other

Four people gave other reasons as first in importance for returning to graduate school. One person is in age group 26-32, two in age group 33-39, and one in 40-46 (see Table XIV in Appendix D). Three are male, and one is female (see Table XV in Appendix D). One is single, and the others are married (see Table XVI in Appendix D). Two have bachelor degrees, and two have masters (see Table XVII in Appendix D). Their reasons are: one that needed a masters in addition to a D.V.M. to be considered for teaching faculty, two that are faculty and need doctorates, and one that was encouraged by an employer.

No one listed another reason as second in importance.

One person gave another reason as a third choice. That person is: over 53 (see Table X in Appendix D), male (see Table XI in Appendix D), married (see Table XII in Appendix D), and has a master degree (see Table XIII in Appendix D). His reason was to prepare for retirement.

Change in Procedures or Programs

Additional space at the bottom of the questionnaire allowed respondents to suggest changes. Sixteen people added comments. Eight people wish to see changes in courses: three for more night classes, one for more extension courses, one against television courses, one for more television classes, one for more independent study, and one for more daytime graduate courses in the College of Education. One respondent suggests enrollment by mail. One respondent suggests dropping the thesis requirement. Two respondents suggest more pamphlets to be mailed to commuter students to inform them of courses and requirements. One of those two also suggests a graduate student study area in the library and

Student Union and an 800 number for student information. One suggests more effective teachers, while another recommends better counselors. Another respondent suggests the university should not "water down" advanced degrees just to increase enrollment. One suggests ability to understand and perform should be more important than grades.

Table XVIII presents weighted responses. A first choice is worth three points; a second choice is worth two points; and a third choice is worth one point. With weighted values assigned, "personal interest and enjoyment" ranks first. "Plan to obtain profession or certification" ranks second, and "feel the need to acquire more technology in my current career" ranks third.

TABLE XVIII
WEIGHTED RESPONSES

Reason	1st	x3	2nd	x2	3rd	x1	Total
1	0	0	1	2	3	3	5
2	3	9	3	6	2	2	17
3	9	27	3	6	0	0	33
4	4	12	7	14	1	1	27
5	3	9	1	2	4	4	15
6	0	0	0	0	1	1	1
7	0	0	1	2	0	0	2
8	6	18	1	2	0	0	20
9	0	0	1	2	0	0	2
10	3	9	3	6	4	4	19
11	6	18	4	8	12	12	38
12	0	0	4	8	2	2	10
13	3	9	0	0	1	1	10
14	1	3	6	12	5	5	20
15	0	0	1	2	0	0	2
16	4	12	0	0	1	1	13

CHAPTER V

SUMMARY, FINDINGS, AND IMPLICATIONS

Summary

The primary purposes of this study were to survey the self-perceived reasons for adults returning to graduate programs at Oklahoma State University; to provide a description of those reasons that might reveal a relationship with age, sex, marital status, or degree held; and to ascertain any trend between reason for re-entry and needs. The hypotheses were that there are no differences between men and women in regard to reasons given for returning to graduate school and that there are no relationships between demographic groups and reasons for returning to graduate school.

In reference to age, one must remember that graduate students are older, and additionally this study considered only those re-entry graduate students at least 26 years of age. In addition, this study was limited to only those students at Oklahoma State University that were classified as re-entry graduate students the fall semester, 1980.

Findings

A review of the demographic data from this study indicates some characteristics that are consistent with current trends.

Although the majority, 79.1 percent, of re-entry graduate students fall between the ages of 26-39, every age group is represented. In

addition, the oldest age group has more students than the younger age classification before it (see Table I). This trend at Oklahoma State University corresponds with the national trend.¹

With regard to sex of the re-entry student, this study indicates that more women are returning to graduate school at Oklahoma State University as of the fall, 1980, semester. Of the respondents, 57.1 percent are female (see Table I). Women outnumber or equal men in all age groups except in the over 53 category (see Table II). Nationally, men exceed the number of women in ages 20-29, with enrollment of the two sexes approximately equal until age 35 when female enrollment increases by a larger percentage.² This study differs in that females are a substantial majority in the 26-32 age group.

Consideration of marital status for the population surveyed reveals that the majority of respondents are married, with only a few single and even fewer divorced (see Table I). This might be partly a result of the financial consequences of returning to graduate school. Many researchers find single or divorced adults have life demands that are not considered in traditional student loan programs.³

With regard to degrees held by re-entry graduate students, the fact that two people have a doctorate is nontraditional, but only a longitudinal study could precisely determine if there is an increase in postdoctoral enrollments. Even so, the presence of postdoctoral students reinforces the likelihood that Knowles' life long learning theory is an important concept to be considered by the educational community.⁴

A review of the findings dealing with reasons for adults returning to graduate school reveals some indications of trends.

The reason chosen most often as first in importance for returning

dealt with obtaining a profession or certification. That seems to be a more traditional reason for undergraduate enrollment rather than graduate school. However, the demographics of these re-entry students indicate that a majority of respondents are women. Since this reason is the one ranked most frequently as a first, it may indicate that women see professions open to them if they are equipped with specialized or advanced degrees. Pfiffner's research found that women see higher education as an answer to advancing into managerial and administration positions.⁵ Younger women may have had opportunities for personal interests, but older women returning to school are goal and task oriented.⁶ In regard to age, this reason appears most important to the 26-32 age group. It could support Pfiffner's similar findings that in a society with increasing numbers of college graduates, the need for an advanced degree becomes important to all workers.

More men rank "personal interest and enjoyment" as their reasons for returning to graduate school. This could indicate job insurance in a time of national economic uncertainty. It may very well be that males also have a close identification between personal interests and job interests. Or it may mean males feel the need to broaden interests after a specialized or narrow work experience.

The second reason given by the total respondents is "feel the need to acquire more technology in my current career," an answer closely related to the reason ranked first. In this case men and women are nearly equally divided in choice. More men indicate this as their second reason, while women are equally divided between this reason and "feel career dissatisfaction." The respondents are scattered throughout all age groups, although respondents over 53 make up the largest group.

This response is consistent with national surveys which indicate that people see higher education as an answer for career goals and career situations throughout life.

The third reason for returning to graduate school chosen by a majority of both sexes is "personal interest and enjoyment." This finding contradicts a belief of one college official who said that to attract older students ". . . colleges will have to overcome many fears and past memories."⁸

Thirty-one percent of the respondents suggested changes in course structure, and this is consistent with older students in an educational institution. Older students tend to be more explicit about expectations and accessibility in the structure.⁹ When the system is a part of self goals, adults tend to resent hinderances, delays, and detours.

The hypotheses in this study will now be considered with the data collected.

"There are no differences between men and women in regard to reasons given for returning to graduate school." Men and women do differ in their first choices of reasons, although there is some agreement on some reasons. Hypothesis rejected.

"There are no relationships between age groups and reasons for returning to graduate school." All age groups are represented among all reasons. Hypothesis is supported.

In assigning weighted values (see Table III), an interesting fact is revealed in regard to traditional versus non-traditional reasons for returning to graduate school. Since "personal interest and enjoyment" becomes first in weighted responses, there is an indication that non-traditional reasons are strong motivators for graduate study for this

group. Even though traditional career reasons rank second and third in weighted response values, the educational community should note the change in student goals. This also supports the predictions of adult life long learning goals.

Implications

In reviewing the summary and findings of this study, the following implications for further consideration are offered:

1. Although the goals of males and females are similar, the fact that substantial numbers of women students are returning to Oklahoma State University indicates that additional research attention is needed with regard to their educational needs.
2. A study should be done that compares undergraduate reasons with graduate reasons to encompass possible trends for university-wide planning.
3. Longitudinal research on age and enrollment is needed to determine educational implications. Specifically, Oklahoma State University needs to know to what extent the policy and procedures need to accommodate older students.
4. A study should be made to consider the need of a Returning Student Center, or office, for consolidating and directing services for returning students.

FOOTNOTES

¹College Enrollment Trends, 1974-1978, p. 1.

²Ibid.

³Siegel, p. 7.

⁴Knowles, Practice of Adult Education, p. 38.

⁵Pfiffner, p. 13.

⁶Hengesbach, p. 10.

⁷Kimmel, p. 680.

⁸Ibid, p. 682.

⁹Siegel, p. 5.

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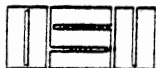
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APPENDICES

APPENDIX A

COVER LETTER MAILED TO SUBJECTS



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7125

December 3, 1980

Dear Graduate Student:

We, in the Department of Curriculum and Instruction at Oklahoma State University, are involved in a university-wide assessment of re-entry graduate students. We ask you to help us by completing the enclosed one page questionnaire. The questionnaire should take about five minutes of your time to complete. The collected data will be used to survey trends in graduate study.

All questionnaires are numbered for control purposes only. Individual responses will be confidential and destroyed upon completion of the survey.

Please return the questionnaire in the enclosed self-addressed envelope by Thursday, December 11, 1980.

We hope to have 100 per cent participation from all those surveyed and wish to thank you for your prompt response.

Sincerely,

E. Ann Stout

Enclosures

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

1. I was out of school three years or more before returning to graduate school.

YES NO

2. Age _____ 3. Sex: Male Female

4. Marital Status:

single married separated divorced widowed

5. Number of children: _____

6. In what area did you receive your first degree: _____

7. What is the highest degree that you now hold: _____

8. In what field are you currently pursuing graduate study: _____

9. Rank the three reasons that you feel caused your decision to return to graduate school:

Need skills for employment

Expect to refresh skills never used

Plan to obtain a profession or certification

Feel the need to acquire more technology in my current career

Need education to change career

Have children grown, and have fewer parent responsibilities

Need a second income

Required by present job

Change in family life (specify)

Death of spouse Divorce Other, _____

See opening of new professions and skills for my sex

Personal interest and enjoyment

Escape from regular routine

Feel career dissatisfaction

Need social influence of college and new people

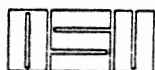
Need social influence of college and new people

Other, explain _____

10. Additional explanation for any answer above:
11. With your reason for returning in mind, is there some change in procedures or programs that you feel would be helpful for returning graduate students?

APPENDIX C

FOLLOW-UP LETTER MAILED TO SUBJECTS



Oklahoma State University

DEPARTMENT OF CURRICULUM AND INSTRUCTION

STILLWATER, OKLAHOMA 74074
GUNDERSEN HALL
(405) 624-7125

December 10, 1980

Dear Graduate Student:

Last week you received in the mail a questionnaire for a university-wide assessment of re-entry graduate students. We ask you to help us by returning your questionnaire.

All questionnaires are numbered for control purposes only. Individual responses will be confidential and destroyed upon completion of the survey.

We hope to have 100 percent participation from all those surveyed and wish to thank you for your prompt response.

Sincerely,

E. Ann Stout

APPENDIX D

CROSSTABULATION TABLES

TABLE III
AGE BY SEX

AGE	COUNT		SEX		ROW TOTAL
	COL TOT	PCT PCT	MALE	FEMALE	
			1	2	
26-32	1		5	12	17
			31.3	50.0	42.5
			12.5	30.0	
33-39	2		6	6	12
			37.5	25.0	30.0
			15.0	15.0	
40-46	3		2	4	6
			12.5	16.7	15.0
			5.0	10.0	
47-53	4		1	1	2
			6.3	4.2	5.0
			2.5	2.5	
OVER53	5		2	1	3
			12.5	4.2	7.5
			5.0	2.5	
	COLUMN		16	24	40

NUMBER OF MISSING OBSERVATIONS = 2

TABLE IV
AGE BY MARITAL STATUS

AGE	MARITAL							ROW TOTAL
	COUNT	1		2		4		
	COL PCT	SINGLE		MARRIED		DIVORCED		
	TOT PCT	1		2		4		
	1	2	15	0			17	
26-32	50.0	42.9	0.0				41.5	
	4.9	36.6	0.0					
	2	1	11	0			12	
33-39	25.0	31.4	0.0				29.3	
	2.4	26.8	0.0					
	3	0	5	2			7	
40-46	0.0	14.3	100.0				17.1	
	0.0	12.2	4.9					
	4	1	1	0			2	
47-53	25.0	2.9	0.0				4.9	
	2.4	2.4	0.0					
	5	0	3	0			3	
OVER 53	0.0	8.6	0.0				7.3	
	0.0	7.3	0.0					
		4	35	2			41	

NUMBER OF MISSING OBSERVATIONS = 1

TABLE V
AGE BY DEGREE HELD

AGE	DEGREE			ROW TOTAL	
	CBUNT	DEGREE			
	CUL PCT TOT PCT	BACH	MASTERS DOCTORS		
	1	2	3		
26-32	1	14	3	0	17
		58.3	19.8	0.0	41.5
		34.1	7.3	0.0	
33-39	2	5	7	0	12
		20.8	43.8	0.0	29.3
		12.2	17.1	0.0	
40-46	3	2	4	1	7
		8.3	25.0	100.0	17.1
		4.9	9.8	2.4	
47-53	4	2	0	0	2
		8.3	0.0	0.0	4.9
		4.9	0.0	0.0	
OVER 53	5	1	2	0	3
		4.2	12.5	0.0	7.3
		2.4	4.9	0.0	
	COLUMN	24	16	1	41

NUMBER OF MISSING OBSERVATIONS = 1

TABLE VI
REASON 2 BY AGE

REASON2	AGE										RCW TOTAL	
	COUNT	I					C					
	COL TOT	PCT PCT	26-32	33-39	40-46	47-53	CVER53	5	5	5		5
1	1	0	1	0	0	0	0	0	0	0	1	
		0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	
		0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
2	3	0	0	0	0	0	0	0	0	0	3	
	18.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.6	
	8.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
3	1	1	0	1	1	0	1	0	0	0	3	
	6.3	14.3	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	8.6	
	2.9	2.9	0.0	2.9	0.0	2.9	0.0	0.0	0.0	0.0		
4	1	1	2	0	3	0	0	0	0	0	7	
	6.3	14.3	28.6	0.0	100.0	0.0	0.0	0.0	0.0	0.0	20.0	
	2.9	2.9	5.7	0.0	8.6	0.0	0.0	0.0	0.0	0.0		
5	1	0	0	0	0	0	0	0	0	0	1	
	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	
	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
7	0	0	1	0	0	0	0	0	0	0	1	
	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	
	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
8	0	1	0	0	0	0	0	0	0	0	1	
	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	
	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
10	1	1	1	0	0	0	0	0	0	0	3	
	6.3	14.3	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.6	
	2.9	2.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
11	2	0	2	0	0	0	0	0	0	0	4	
	12.5	0.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.4	
	5.7	0.0	5.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
12	2	0	1	1	0	0	0	0	0	0	4	
	12.5	0.0	14.3	50.0	0.0	0.0	0.0	0.0	0.0	0.0	11.4	
	5.7	0.0	2.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0		
14	4	2	0	0	0	0	0	0	0	0	6	
	25.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.1	
	11.4	5.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
15	1	0	0	0	0	0	0	0	0	0	1	
	6.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	
	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
COLUMN	16	7	7	2	3						35	

NUMBER OF MISSING OBSERVATIONS = 7

TABLE VII
REASON 2 BY SEX

REASON2	SEX				ROW TOTAL
	COUNT	MALE		FEMALE	
	COL TOT	PCT	PCT	PCT	
	1	1	1	2	
1	1	1	0	1	1
		7.1	0.0	0.0	2.5
		2.9	0.0	0.0	
2	2	2	1	1	3
		14.3	4.8	1	8.6
		5.7	2.9	1	
3	2	2	1	1	3
		14.3	4.8	1	8.6
		5.7	2.9	1	
4	3	3	4	1	7
		21.4	19.0	1	20.0
		8.6	11.4	1	
5	0	0	1	1	1
		0.0	4.8	1	2.5
		0.0	2.9	1	
7	1	1	0	1	1
		7.1	0.0	1	2.9
		2.9	0.0	1	
8	1	1	0	1	1
		7.1	0.0	1	2.5
		2.9	0.0	1	
9	1	1	0	1	1
		7.1	0.0	1	2.9
		2.9	0.0	1	
10	0	0	3	1	3
		0.0	14.3	1	8.6
		0.0	5.6	1	
11	1	1	3	1	4
		7.1	14.3	1	11.4
		2.9	8.6	1	
12	0	0	3	1	3
		0.0	14.3	1	8.6
		0.0	5.6	1	
14	2	2	4	1	6
		14.3	19.0	1	17.1
		5.7	11.4	1	
15	0	0	1	1	1
		0.0	4.8	1	2.5
		0.0	2.9	1	
COLUMN		14	21		35

NUMBER OF MISSING OBSERVATIONS = 7

TABLE VIII
REASON 2 BY MARITAL STATUS

REASON2	MARITAL				ROW TOTAL
	COUNT	MARRIED			
	COL PCT TOT PCT	SINGLE	2	4	
1	1	0	1	0	1
	0.0	3.2	0.0		2.8
	0.0	2.8	0.0		
2	1	0	3	0	3
	0.0	9.7	0.0		8.3
	0.0	8.3	0.0		
3	1	0	3	0	3
	0.0	9.7	0.0		8.3
	0.0	8.3	0.0		
4	1	0	7	0	7
	0.0	22.6	0.0		15.4
	0.0	15.4	0.0		
5	1	0	1	0	1
	0.0	3.2	0.0		2.8
	0.0	2.8	0.0		
7	1	0	1	0	1
	0.0	3.2	0.0		2.8
	0.0	2.8	0.0		
8	1	0	1	0	1
	0.0	3.2	0.0		2.8
	0.0	2.8	0.0		
9	1	0	1	0	1
	0.0	3.2	0.0		2.8
	0.0	2.8	0.0		
10	1	0	2	1	3
	0.0	6.5	50.0		8.3
	0.0	5.6	2.8		
11	1	0	3	1	4
	0.0	9.7	50.0		11.1
	0.0	8.3	2.8		
12	1	1	3	0	4
	33.3	9.7	0.0		11.1
	2.8	8.3	0.0		
14	1	2	4	0	6
	66.7	12.9	0.0		16.7
	5.6	11.1	0.0		
15	1	0	1	0	1
	0.0	3.2	0.0		2.8
	0.0	2.8	0.0		
COLUMN		3	31	2	36

NUMBER OF MISSING OBSERVATIONS = 6

TABLE IX
REASON 2 BY DEGREE HELD

REASON2	COUNT			DEGREE			ROW TOTAL
	COL	PCT	IBACH	PASTERS	DOCTORS		
	TOT	PCT					
	1	1	2	3			
1	1	1.0	0	0		1	
	4.8	0.0	0.0			2.8	
	2.8	0.0	0.0				
2	2	2.0	1	0		3	
	9.5	7.7	0.0			8.2	
	5.6	2.8	0.0				
3	1	1.0	2	0		3	
	4.8	15.4	0.0			8.3	
	2.8	5.6	0.0				
4	2	2.0	5	0		7	
	9.5	38.5	0.0			15.4	
	5.6	13.9	0.0				
5	1	1.0	0	0		1	
	4.8	0.0	0.0			2.8	
	2.8	0.0	0.0				
7	1	1.0	0	0		1	
	4.8	0.0	0.0			2.8	
	2.8	0.0	0.0				
8	0	0.0	1	0		1	
	0.0	7.7	0.0			2.8	
	0.0	2.8	0.0				
9	0	0.0	0	1		1	
	0.0	0.0	50.0			2.8	
	0.0	0.0	2.8				
10	2	2.0	0	1		3	
	9.5	0.0	50.0			8.3	
	5.6	0.0	2.8				
11	3	3.0	1	0		4	
	14.3	7.7	0.0			11.1	
	8.3	2.8	0.0				
12	3	3.0	1	0		4	
	14.3	7.7	0.0			11.1	
	8.3	2.9	0.0				
14	4	4.0	2	0		6	
	19.0	15.4	0.0			16.7	
	11.1	5.6	0.0				
15	1	1.0	0	0		1	
	4.8	0.0	0.0			2.8	
	2.8	0.0	0.0				
COLUMN	21	13	2	36			

NUMBER OF MISSING OBSERVATIONS = 6

TABLE X
REASON 3 BY AGE

REASON3	AGE										ROW TOTAL
	COUNT	126-32		33-39		40-46		47-53		OVER53	
	TOT PCT	1	2	3	4	5					
1	0	0	1	1	0	0	1	0	0	2	
	0.0	0.0	14.3	50.0	0.0	0.0	2.8	2.8	0.0	5.6	
2	1	0	1	0	0	0	0	0	0	2	
	5.9	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	5.6	
	2.8	0.0	2.8	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
4	1	0	0	0	0	0	0	0	0	1	
	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
	2.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
5	3	0	0	0	1	0	0	0	0	4	
	17.6	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	11.1	
	8.3	0.0	0.0	0.0	2.8	0.0	0.0	0.0	0.0	8.3	
6	0	1	2	0	0	0	0	0	0	3	
	0.0	14.3	28.6	0.0	0.0	0.0	0.0	0.0	0.0	6.3	
	0.0	2.8	5.6	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
10	3	0	0	0	0	1	0	0	0	4	
	17.6	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	11.1	
	8.3	0.0	0.0	0.0	0.0	2.8	0.0	0.0	0.0	8.3	
11	5	5	0	0	0	1	0	0	0	11	
	29.4	71.4	0.0	0.0	0.0	33.3	0.0	0.0	0.0	30.6	
	13.9	13.9	0.0	0.0	0.0	2.8	0.0	0.0	0.0	13.9	
12	1	0	1	0	0	0	0	0	0	2	
	5.9	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	5.6	
	2.8	0.0	2.8	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
13	0	0	1	0	0	0	0	0	0	1	
	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
	0.0	0.0	2.8	0.0	0.0	0.0	0.0	0.0	0.0	2.8	
14	3	1	1	0	0	0	0	0	0	5	
	17.6	14.3	14.3	0.0	0.0	0.0	0.0	0.0	0.0	13.9	
	8.3	2.8	2.8	0.0	0.0	0.0	0.0	0.0	0.0	8.3	
16	0	0	0	0	0	1	0	0	0	1	
	0.0	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	2.8	
	0.0	0.0	0.0	0.0	0.0	2.8	0.0	0.0	0.0	2.8	
COLUMN	17	7	7	2	3	36					

NUMBER OF MISSING OBSERVATIONS = 6

TABLE XI
REASON 3 BY SEX

REASON3	SEX					RCV TOTAL
	COUNT	MALE		FEMALE		
		COL TOT	PCT PCT	1	2	
1	1	7.1	1	0	0	1
		2.8	1	0.0	0.0	2.8
2	1	7.1	1	1	1	2
		2.8	1	4.5	2.8	5.6
4	1	7.1	1	0	0	1
		2.8	1	0.0	0.0	2.8
5	1	7.1	1	3	3	4
		2.8	1	13.6	8.3	11.1
6	1	0.0	0	3	3	3
		0.0	0	13.6	8.3	6.2
10	1	0.0	0	4	4	4
		0.0	0	18.2	11.1	11.1
11	1	50.0	7	5	5	12
		19.4	1	22.7	13.9	33.3
12	1	7.1	1	1	1	2
		2.8	1	4.5	2.8	5.6
13	1	0.0	0	1	1	1
		0.0	0	4.5	2.8	2.8
14	1	7.1	1	4	4	5
		2.8	1	18.2	11.1	13.9
16	1	7.1	1	0	0	1
		2.8	1	0.0	0.0	2.8
COLUMN		14		22		36

NUMBER OF MISSING OBSERVATIONS = 6

TABLE XII
REASON 3 BY MARITAL STATUS

REASON3	MARITAL						ROW TOTAL
	COUNT	SINGLE		MARRIED		DIVORCED	
	I	1	I	2	I	4	
		CGL PCT					
		TOT PCT					
		I	I	I	I	I	I
1	I	0	I	2	I	0	I
	I	0.0	I	6.5	I	0.0	I
	I	0.0	I	5.4	I	0.0	I
2	I	0	I	2	I	0	I
	I	0.0	I	6.5	I	0.0	I
	I	0.0	I	5.4	I	0.0	I
4	I	0	I	1	I	0	I
	I	0.0	I	3.2	I	0.0	I
	I	0.0	I	2.7	I	0.0	I
5	I	2	I	2	I	0	I
	I	50.0	I	6.5	I	0.0	I
	I	5.4	I	5.4	I	0.0	I
6	I	0	I	2	I	1	I
	I	0.0	I	6.5	I	50.0	I
	I	0.0	I	5.4	I	2.7	I
10	I	1	I	3	I	0	I
	I	25.0	I	9.7	I	0.0	I
	I	2.7	I	8.1	I	0.0	I
11	I	1	I	11	I	0	I
	I	25.0	I	35.5	I	0.0	I
	I	2.7	I	29.7	I	0.0	I
12	I	0	I	2	I	0	I
	I	0.0	I	6.5	I	0.0	I
	I	0.0	I	5.4	I	0.0	I
13	I	0	I	1	I	0	I
	I	0.0	I	3.2	I	0.0	I
	I	0.0	I	2.7	I	0.0	I
14	I	0	I	4	I	1	I
	I	0.0	I	12.9	I	50.0	I
	I	0.0	I	10.8	I	2.7	I
16	I	0	I	1	I	0	I
	I	0.0	I	3.2	I	0.0	I
	I	0.0	I	2.7	I	0.0	I
COLUMN		4		31		2	37

NUMBER OF MISSING OBSERVATIONS = 5

TABLE XIII
REASON 3 BY DEGREE HELD

REASON 3	DEGREE							ROW TOTAL
	COUNT	BACH			MASTERS		DOCTORS	
	COL TOT	PCT	IBACH	1	2	3	1	
1	1		1	1	1	0	0	2
		4.8		7.1		0.0		5.4
		2.7		2.7		0.0		
2	1		1	1	1	0	0	2
		4.8		7.1		0.0		5.4
		2.7		2.7		0.0		
4	1		1	0	1	0	0	1
		4.8		0.0		0.0		2.7
		2.7		0.0		0.0		
5	1		3	1	1	0	0	4
		14.3		7.1		0.0		10.8
		8.1		2.7		0.0		
6	1		0	2	1	1	1	3
		0.0		14.3		50.0		8.1
		0.0		5.4		2.7		
10	1		3	1	1	0	0	4
		14.3		7.1		0.0		10.8
		8.1		2.7		0.0		
11	1		5	6	1	1	1	12
		23.8		42.9		50.0		32.4
		13.5		16.2		2.7		
12	1		2	0	1	0	0	2
		9.5		0.0		0.0		5.4
		5.4		0.0		0.0		
13	1		1	0	1	0	0	1
		4.8		0.0		0.0		2.7
		2.7		0.0		0.0		
14	1		4	1	1	0	0	5
		19.0		7.1		0.0		13.5
		10.8		2.7		0.0		
16	1		0	1	1	0	0	1
		0.0		7.1		0.0		2.7
		0.0		2.7		0.0		
COLUMN		21		14		2		37

NUMBER OF MISSING OBSERVATIONS = 5

TABLE XIV
REASON 1 BY AGE

REASON 1	COUNT	AGE					ROW TOTAL					
		126-32		33-39	40-46	47-53		CVER53				
		CUL PCT	TOT PCT	1	2	3		4	5			
2	2	11.8	4.9	0.0	0.0	14.3	2.4	0.0	0.0	0.0	3	7.3
3	4	23.5	9.8	16.7	4.9	14.3	2.4	0.0	33.3	2.4	8	19.5
4	3	17.6	7.3	8.3	2.4	0.0	0.0	0.0	0.0	0.0	4	9.8
5	0	0.0	0.0	16.7	4.9	0.0	0.0	50.0	0.0	2.4	3	7.3
8	1	5.9	2.4	8.3	2.4	42.9	7.3	0.0	33.3	2.4	6	14.6
10	0	0.0	0.0	16.7	4.9	14.3	2.4	0.0	0.0	0.0	3	7.3
11	3	17.6	7.3	8.3	2.4	0.0	0.0	50.0	33.3	2.4	6	14.6
13	2	11.8	4.9	8.3	2.4	0.0	0.0	0.0	0.0	0.0	3	7.3
14	1	5.9	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1	2.4
16	1	5.9	2.4	16.7	4.9	14.3	2.4	0.0	0.0	0.0	4	9.8
COLUMN		17		12		7		2		3		41

NUMBER OF MISSING OBSERVATIONS = 1

TABLE XV
REASON 1 BY SEX

REASON 1	COUNT		SEX		ROW TOTAL
	COL	PCT	MALE	FEMALE	
	TOT	PCT	1	2	
2	1	5.9	1	2	3
		2.4		4.9	7.3
3	1	17.6	3	6	9
		7.3		14.6	22.0
4	1	11.8	2	2	4
		4.9		4.9	9.8
5	1	11.8	2	1	3
		4.9		2.4	7.3
8	1	11.8	2	3	5
		4.9		7.3	12.2
10	1	0.0	0	3	3
		0.0		12.5	7.3
		0.0		7.3	
11	1	23.5	4	2	6
		9.8		8.3	14.6
13	1	0.0	0	3	3
		0.0		12.5	7.3
		0.0		7.3	
14	1	0.0	0	1	1
		0.0		4.2	2.4
		0.0		2.4	
16	1	17.6	3	1	4
		7.3		4.2	9.8
				2.4	
COLUMN			17	24	41

NUMBER OF MISSING OBSERVATIONS = 1

TABLE XVI
REASON 1 BY MARITAL STATUS

REASON 1	MARITAL				RCW TOTAL
	COUNT	SINGLE	MARRIED	DIVORCED	
	CGL PCT TOT PCT	1	2	4	
2	1	0	3	0	3
	0.0	8.3	0.0		7.1
	0.0	7.1	0.0		
3	1	0	5	0	9
	0.0	25.0	0.0		21.4
	0.0	21.4	0.0		
4	1	1	3	0	4
	25.0	8.3	0.0		9.5
	2.4	7.1	0.0		
5	1	0	3	0	3
	0.0	8.3	0.0		7.1
	0.0	7.1	0.0		
6	1	0	4	2	6
	0.0	11.1	100.0		14.3
	0.0	9.5	4.8		
10	1	0	3	0	3
	0.0	8.3	0.0		7.1
	0.0	7.1	0.0		
11	1	1	5	0	6
	25.0	13.9	0.0		14.3
	2.4	11.9	0.0		
13	1	1	2	0	3
	25.0	5.6	0.0		7.1
	2.4	4.8	0.0		
14	1	0	1	0	1
	0.0	2.8	0.0		2.4
	0.0	2.4	0.0		
16	1	1	3	0	4
	25.0	8.3	0.0		9.5
	2.4	7.1	0.0		
COLUMN		4	36	2	42

TABLE XVII
REASON 1 BY DEGREE HELD

REASON1	DEGREE						ROW TOTAL
	COUNT	BACH		MASTERS		DOCTORS	
	TOT	PCT	TOT	PCT	TOT	PCT	
	1	1	1	2	1	3	
2	1	1	1	2	1	0	3
		4.2		12.5		0.0	7.1
		2.4		4.8		0.0	
3	1	5	1	3	1	1	5
		20.8		18.8		50.0	21.4
		11.9		7.1		2.4	
4	1	2	1	2	1	0	4
		8.3		12.5		0.0	9.5
		4.8		4.8		0.0	
5	1	2	1	1	1	0	3
		8.3		6.3		0.0	7.1
		4.8		2.4		0.0	
8	1	3	1	2	1	1	6
		12.5		12.5		50.0	14.3
		7.1		4.8		2.4	
10	1	1	1	2	1	0	3
		4.2		12.5		0.0	7.1
		2.4		4.8		0.0	
11	1	5	1	1	1	0	6
		20.8		6.3		0.0	14.3
		11.9		2.4		0.0	
13	1	2	1	1	1	0	3
		8.3		6.3		0.0	7.1
		4.8		2.4		0.0	
14	1	1	1	0	1	0	1
		4.2		0.0		0.0	2.4
		2.4		0.0		0.0	
16	1	2	1	2	1	0	4
		8.3		12.5		0.0	9.5
		4.8		4.8		0.0	
COLUMN		24		16		2	42

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VITA

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