RELATIONSHIPS BETWEEN SELECTED ENROLLEE CHARACTERISTICS AND FACTORS ASSOCIATED WITH ENROLLMENT IN ADULT EDUCATION COURSES IN TULSA PUBLIC SCHOOLS

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CHAPTER I

INTRODUCTION

The Nature of the Problem

Adult education is one of the fastest growing areas in the American educational system and there is an increasing demand that the public schools should be the primary agency for adult education. With the increasing importance of adult education in assisting adults to achieve the competencies necessary in a changing world, adult education must be recognized as being of a continuous nature throughout an individual's life and includes the total adult population.

Realistic adult education courses must be designed to meet the needs of potential enrollees. Understanding the reasons why adults participate in adult education courses is essential in determining course offerings and arriving at course objectives which will coincide with enrollees' anticipated objectives.

Data collected by the Tulsa Public Schools have provided evidence that a drop-out rate in adult education courses has been about fifty per cent for the past several years. Characteristics of enrollees such as their

educational level, age, sex, and marital status would enable adult educators in organizing course content and teaching methods which would be meaningful to the enrollees and may drastically reduce the drop-out rate.

Within the past year, several adult course offerings in Tulsa failed to materialize because of inadequate enrollment. These courses could have become a reality and beneficial to many adults if they were informed about the courses being offered. Knowledge of how enrollees were informed about the course offerings and who encouraged them to enroll would be of immense value in recruiting future enrollees. Administrators of adult educational programs must utilize the media that are most effective and economical. This information can be derived from data obtained from participants in adult education courses.

Knowledge of the characteristics of enrollees in adult educational programs may provide significant clues in identifying the adults that do not enroll in adult educational programs, who might enroll if encouraging conditions existed.

Administrators of adult educational programs, teachers of adult educational programs, and organizations sponsoring adult educational programs must know and understand the characteristics of adults who do not enroll in adult educational programs and work cooperatively in developing educational programs that will include the total adult population.

Knowledge of the enrollee characteristics and the factors associated with enrollment in adult education courses are essentials in developing, maintaining and expanding adult educational programs. Many factors contribute to enrollment in adult educational programs. Whatever motive exists for enrolling in adult educational programs, enrollee characteristics are factors capable of being collected, analyzed, and studied in revealing the relationship between selected enrollee characteristics and factors associated with enrollment in adult educational programs. Based upon the above assumptions, a study of the relationships between selected enrollee characteristics and factors associated with enrollment in adult education courses in the Tulsa Public Schools could be of immense value.

Statement of the Problem

The purpose of this study was to identify selected enrollee characteristics and factors associated with enrollment in adult education courses conducted by the Tulsa Public Schools.

The central problem of this investigation was to determine if there were any significant relationships between enrollee characteristics and factors associated with enrollment in adult education courses conducted by the Tulsa Public Schools.

Scope and Limitations

This research study was limited to adults enrolling in adult education courses conducted by the Tulsa Public Schools during the fall term starting September 10, 1969, and ending November 26, 1969. Adult education courses included in this study consisted of courses in the areas of art, business, English, history, homemaking, mathematics, technical training, and trade and industrial. No provisions were made to control those enrollees enrolled in more than one course from completing more than one questionnaire. Consensus of the Adult Advisory Committee from the Tulsa Public Schools was that the small percentage of duplications would have very little influence upon this study because over eighty per cent are enrolled in only one course.

Selected enrollee characteristics involved in this study are not all of the characteristics related to adults enrolling in adult education courses. Other characteristics may be of significant importance in a study of this nature. But the characteristics selected for this study were those believed to be most relevant to Tulsa by the Adult Advisory Committee.

It was realized that the enrollee characteristics may differ from one specific time to another. The time element will influence the characteristics of all people, but the changing rate of enrollee characteristics may not

influence the relationships between the enrollee characteristics and factors associated with enrollment in adult education courses.

It must be understood that the conclusions derived from this study are within the confines of the described limitations and are relative to this study.

Assumptions

There were basic assumptions that had to be identified in a study of this nature. The validity of the analyzed data of this study was subject to:

1. The responses by the enrollees on the questionnaires were honest and adequate.
2. The enrollee characteristics involved in this study were considered most significant to this study by the Adult Advisory Committee.

Definition of Terms

Adult. An independent individual who has passed the age of compulsory school attendance laws. This definition disregards the chronological age in defining an adult.

Adult Advisory Committee. A group of Tulsa Public Schools' adult educators that provided assistance and advice for this study.

Adult education courses. An educational activity that takes place in an organized context for individuals who have passed the age of compulsory school attendance laws.

Adult enrollee. An independent individual who has passed the age of compulsory school attendance laws and has enrolled in an educational activity that takes place in an organized context. Adult enrollee is used interchangeably in this study with adult participant.

Adult participant. An independent individual who has passed the age of compulsory school attendance laws and is participating in an educational activity in an organized context.

Enrollee characteristics. A mark or quality which characterize or distinguish adults enrolled in adult education courses.

Hypotheses Tested

Hypotheses tested in this study were the null hypotheses that there are no significant relationships between selected enrollee characteristics and factors associated with enrollment in adult education courses conducted by the Tulsa Public Schools. The chi-square analysis at the .05 level and the contingency coefficient were used to test each of the following null hypotheses.

1. The null hypothesis that there is no significant relationship between sex of enrollees and the reasons for enrolling.
2. The null hypothesis that there is no significant relationship between enrollees' age and the reasons for enrolling.
3. The null hypothesis that there is no signifi-

cant relationship between enrollees' marital status and the reasons for enrolling.

4. The null hypothesis that there is no significant relationship between enrollees' dependents and the reasons for enrolling.

5. The null hypothesis that there is no significant relationship between how enrollees were informed about the course and the reasons for enrolling.

6. The null hypothesis that there is no significant relationship between who encouraged enrollees to enroll and the reasons for enrolling.

7. The null hypothesis that there is no significant relationship between the number of courses enrollees enrolled in and the reasons for enrolling.

8. The null hypothesis that there is no significant relationship between enrollees' past experience as participants in adult education courses and the reasons for enrolling.

9. The null hypothesis that there is no significant relationship between enrollees' amount of past experience as participants in adult education courses and the reasons for enrolling.

10. The null hypothesis that there is no significant relationship between enrollees' future plans as participants and the reasons for enrolling.

11. The null hypothesis that there is no significant relationship between enrollees' previous non-credit training and the reasons for enrolling.

12. The null hypothesis that there is no significant relationship between enrollees' highest formal education and the reasons for enrolling.

13. The null hypothesis that there is no significant relationship between the kinds of elementary students enrollees considered themselves to have been and the reasons for enrolling.

14. The null hypothesis that there is no significant relationship between the kinds of secondary students enrollees considered themselves

to have been and the reasons for enrolling.

15. The null hypothesis that there is no significant relationship between the kinds of adult students enrollees considered themselves and the reasons for enrolling.

16. The null hypothesis that there is no significant relationship between the kinds of organizations to which enrollees belonged and the reasons for enrolling.

17. The null hypothesis that there is no significant relationship between enrollees' length of residency in Tulsa and the reasons for enrolling.

18. The null hypothesis that there is no significant relationship between the types of workers enrollees were and the reasons for enrolling.

19. The null hypothesis that there is no significant relationship between enrollees' status as family wage earners and the reasons for enrolling.

20. The null hypothesis that there is no significant relationship between enrollees' employment status and the reasons for enrolling.

21. The null hypothesis that there is no significant relationship between enrollees' age groups and the sex of enrollees.

22. The null hypothesis that there is no significant relationship between enrollees' marital status and the sex of enrollees.

23. The null hypothesis that there is no significant relationship between enrollees' dependents and the sex of enrollees.

24. The null hypothesis that there is no significant relationship between how enrollees were informed about the courses and the sex of enrollees.

25. The null hypothesis that there is no significant relationship between who encouraged enrollees to enroll and the sex of enrollees.

26. The null hypothesis that there is no significant relationship between the number of

courses enrollees enrolled in and the sex of enrollees.

27. The null hypothesis that there is no significant relationship between enrollees' past experience as participants in adult education courses and the sex of enrollees.

28. The null hypothesis that there is no significant relationship between enrollees' future plans as participants and the sex of enrollees.

29. The null hypothesis that there is no significant relationship between enrollees' previous non-credit training and the sex of enrollees.

30. The null hypothesis that there is no significant relationship between enrollees' highest formal education and the sex of enrollees.

31. The null hypothesis that there is no significant relationship between the kinds of elementary students enrollees considered themselves to have been and the sex of enrollees.

32. The null hypothesis that there is no significant relationship between the kinds of secondary students enrollees considered themselves to have been and the sex of enrollees.

33. The null hypothesis that there is no significant relationship between the kinds of adult students enrollees considered themselves to have been and the sex of enrollees.

34. The null hypothesis that there is no significant relationship between the kinds of organizations to which enrollees belonged and the sex of enrollees.

35. The null hypothesis that there is no significant relationship between enrollees' length of residency in Tulsa and the sex of enrollees.

36. The null hypothesis that there is no significant relationship between the types of workers enrollees were and the sex of enrollees.

37. The null hypothesis that there is no significant relationship between enrollees status as a family wage earner and the sex of enrollees.

38. The null hypothesis that there is no signifi-

cant relationship between enrollees' employment status and the sex of enrollees.

39. The null hypothesis that there is no significant relationship between enrollees' age groups and their highest formal education.

40. The null hypothesis that there is no significant relationship between enrollees' marital status and their highest formal education.

41. The null hypothesis that there is no significant relationship between enrollees' dependents and their highest formal education.

42. The null hypothesis that there is no significant relationship between how enrollees were informed about adult education courses and their highest formal education.

43. The null hypothesis that there is no significant relationship between who encouraged enrollees to enroll and their highest formal education.

44. The null hypothesis that there is no significant relationship between the number of courses enrollees enrolled in and their highest formal education.

45. The null hypothesis that there is no significant relationship between enrollees' past experience as participants in adult education and their highest formal education.

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54. The null hypothesis that there is no significant relationship between enrollees' status as a family wage earner and their highest formal education.

55. The null hypothesis that there is no significant relationship between enrollees' employment status and their highest formal education.

Organizational Plan

1. A search of related literature was made.

2. A questionnaire was structured to collect selected enrollee characteristics.

3. The questionnaires were administered to adults enrolled during the 1969 fall term in adult education courses conducted by the Tulsa Public Schools.

4. Data collected by the questionnaires were tabulated and analyzed.

5. Relationships between the selected enrollee characteristics and factors associated with enrollment were established and pointed out.

6. A summary of findings and recommendations was made.

CHAPTER II

REVIEW OF LITERATURE

The myriad programs of adult education offered virtually by every conceivable organization emphasize the accepted philosophy of continuous learning throughout an individual's life. Industry has conducted numerous adult educational programs in the areas of skills and plant safety. Religious organizations, governmental agencies, clubs, and a vast number of other organizations are conducting various kinds of adult educational programs. Adult educators are implementing educational programs that extend far beyond a formal education.

Numerous adult educational studies have been conducted which usually involved only a specific geographical area such as Lynk (30), London (29), and Lowenstein (28). One paramount study, national in scope, of the general descriptions of adults participating in formal and informal educational pursuits was conducted by Johnstone and Rivera (22), of the National Opinion Research Center and published in 1965. Liveright (27), referring to the Johnstone and Rivera study, remarked that a comprehensive and factual picture of the extent and nature of participation in adult education in the United States now exists for the first

time.

Adult education in the United States is increasing at a phenominal rate. It is difficult to identify an area in which some type of adult educational program is not being offered. It has been estimated that over thirty million adults participate annually in an adult educational program. Johnstone (22) discovered that approximately 25 million adults were found to have been involved in some type of formal learning during the twelve months prior to June 1962.

Existing programs of adult education do not include all segments of the population. Johnstone (22) found that only about 20 per cent of the adult population was involved in some form of learning during the twelve months prior to June 1962. Booth (2) indicated that some 60 per cent of the population does not participate in the organized group life in a community. The generally accepted philosophy of adult educators is well-expressed by Knowles (24) on page five.

> With an alloy of hope and confidence we can foresee the day when the clientele of continuing education is the entire American people.
>
> Is this vision so startling, in a society which has given the franchise to all adult citizens?

Evidence exists revealing the need for adult education. In our society, Summers (36) indicated that roughly 11.5 million adults are handicapped by a lack of basic education, many of them long out of school and long out of

a job. These adults may be given a place in society through adult education programs and become self-supporting and self-reliant citizens. Miner (32) concluded that about half of all young adults could be successful in jobs requiring a higher educational level, if they obtained further education.

Another adult educator, Bryson (5), on page nine, indicated the need and importance of adult education for a better society.

> But no society, no matter how perfect, will ever need adult education less. If efforts for social betterment succeed, adult education will be not only as much needed in the future as it is now, it will also be much sought after. The characteristics of a better society will be the more generous provision of opportunities for self-improvement by a more generally awakened people.

Havighurst (20) believes that in American society, lifework is the most important single thing about a man. Siegle (35) on page 394 indicated the following need for a high school diploma.

> At the high school level adults have for years found it necessary to gain a diploma in order to qualify for appropriate positions in the economic hierarchy. We are all aware of the programs offered by public schools through evening classes leading toward the high school diploma.

A study conducted by Liveright (27) on pages 96 and 97, has presented the following evidence.

> There has been a marked increase in the number of non-credit courses offered by colleges, public schools, and through private industry during the past decade. The number and kinds of non-credit courses have increased greatly, and quality is much improved. Enrollments are rising rapidly.

> There are many more liberal education courses, and the proportion of these courses has grown when measured against vocational, technical, and professional courses. This is true at both the higher education and public school levels.
>
> There is a noticeable increase in programs for adults urban living, arts and cultural activities, human relations, and science information.
>
> Adult educators are becoming concerned with practical educational programs for the poor. More effective programs for fundamental literacy and basic education are emerging.

Most public school systems conduct adult education programs. Verner (39) stated that the content of such programs is as varied as individual interests in learning; their emphases range from hobbies and personal development to occupational and public affairs.

Mizruchi (33) found that the kinds of courses most preferred by participants were arts and crafts, general academic, and homemaking. Approximately 65 per cent of the participants felt that courses such as tennis and golf should be included in the program. Johnstone (22) determined that 33 per cent of the learning activities were vocational, 20 per cent recreational, and only 12 per cent in academic subjects. Mizruchi (33) discovered arts and crafts courses were preferred more than academic. Chapman (8) found that 25 per cent desired to learn "leisure time skills" while 20 per cent returned to school for economic reasons. Zander (40) provided evidence that over two-thirds attended night school for reasons other than the course content. However, four out of ten indicated

acquiring information was an important motive in attending night class.

Verner (39), on page 18, provided the following information concerning physiological changes occurring with advancing age which may assist in understanding variations in the ways in which adults respond.

> The adult organism undergoes continuous change as age advances. These biological alterations include sensory decline; loss in strength; lengthening of reaction time; decline in sexual capacity; changes in skin texture, muscle tone, and hair color; and a general decline in overall energy.

Clientele of adult education tend to concentrate in the middle class or upper-middle class socio-economic status. Johnstone (22) discovered that people in different socio-economic positions were also found to have quite different reasons for taking courses. At lower levels, people take courses chiefly to learn skills necessary to cope with everyday living, while at higher levels there is an increased concern for enrichment of spare time. Knox (26) also found that participation was associated with socio-economic status. Verner (39) discovered that participation in public school adjult education tends to come from middle and lower-middle status groups. Chapman (8) concluded that programs studied were not appealing to members of the lower socio-economic classes to the same degree as they were to members of the middle and upper classes.

The most important single feature of adult participation is age. Participant age tends to group in the

mid-thirties. Johnstone (22), Brownsworth (3), Coleman (9) and Buttedahl (6) provided evidence that participants of adult educational activities are in their mid-thirties. Horner (21) found that the most likely participants were young men. Mizruchi (33) and Chapman (8) discovered that only a small percentage of the aged or aging population participated in public school adult educational programs. Booth's (2) study revealed that the non-participant is most likely to be 45 years of age or over.

Previous studies conducted provide evidence that the amount of formal education is significantly related to participation in adult educational programs. Johnstone's (22) study demonstrated that the second outstanding feature of the participant is that he is better educated than the average adult. The participant has attended school 12.2 years on the average. Mizruchi (33) found that people with less than 10 years of education were less active in public school adult education. Brownsworth (3) discovered that 72 per cent of the adults attending vocational night school have completed the twelfth grade or higher. In Buttedahl's (6) study, the majority of adult participants had a high school education or more. Booth's (2) study indicated that non-participants tend to appear more frequently among those who have attended high school but did not receive a diploma than among those who completed high school. Green (18) concluded that graduates, more than drop-outs, avail themselves of the opportunities for continuing education.

There were no significant differences between the participation of men and women revealed in studies conducted by Knox (26) and Johnstone (22). Brownsworth (3) discovered that a greater percentage of males are enrolled in adult night classes than females. Verner (39) found that women in rural areas and from lower socio-economic levels are least active; however, as social status and the degree of urbanism increases, the participation of women increases. Chapman (8) discovered that course offerings in the subject matter area of social and leisure time skills appealed more to women than to men; men, on the other hand, were motivated more by a desire for economic gain. Interest was proportionate between males and females in the area of general educational interest; however, there was considerable difference between men and women when it came to formal degree programs. Thirty-five per cent of the males of the study population aspired to an associate in arts degree or above in contrast to 15 per cent of the females. Booth (2) presented evidence that non-participants proportionately tend to appear more frequently among males regardless of educational achievements.

Administrators of adult education courses are interested in the media by which prospective enrollees receive information concerning adult education courses. The media by which an adult receives the information concerning an adult education course is influenced by such variables as age, sex, residence, economic status, and education as

indicated by DeFleur (13) on page 127 in the following quote.

> The basic assumption of the social categories theory is that in spite of the heterogeneity of modern society, people who have a number of similar characteristics will have similar mass communication folkways and thoughtways. These similar modes of orientation and behavior will relate them to the mass media in a fairly uniform manner. The members of a particular category will select more or less the same communication content and will respond to it in roughly equal ways.

Greenberg (19) discovered that the most frequent initial source of information regarding the Kennedy assassination was another person. Damon (10) found that word-of-mouth was the source of information for about 36 per cent, adult school schedule or other leaflets 25 per cent and newspapers 17 per cent for adults enrolling for courses. Horner (21) found that mailings to likely prospects were more effective than expensive personalized efforts to encourage enrollment.

Employment status is associated with participation in adult education activities. Mizruchi (33) found that approximately 82 per cent of the husband participants were working full-time. Brownsworth (3) indicated that 40 per cent of families whose husband or wife were enrolled were presently employed. Johnstone (22) discovered that the adult education participant is usually a full-time worker.

Research has established that prior participation in adult educational activities is directly related to future participation. Lowenstein's (28) study indicated that

participation-prior-to-the-last-year in adult educational activities is not as good a predictor of future participation as participation within-the-last-year.

Length of residence has been related significantly with participating in learning activities. Buttedahl's (6) study indicated that over 50 per cent of participant length of residence was over five years. Verner (39) indicated that migrants to a community are less active participants than residents. Deane's (11) sample indicated that participants consisted of almost all permanent long-time residents of their respective communities. Lynk's (30) study in Maryland discovered that 47 per cent of the participants in adult education programs were native to Baltimore.

In Mizruchi's (33) study, 83 per cent of the participants were married, 8 per cent were single, 7 per cent were widowed and 2 per cent were divorced or separated. Brownsworth (3) found 41 per cent single and 49 per cent of the participants married. Johnstone's (22) study indicated that the adult education participant is usually married.

Several studies provided evidence that the adult education participant is also active in other organizations. Knox (25) and Mizruchi (33) found that the amount of active involvement in community affairs is greater than it is among non-participants. Verner (39) concluded that married persons are generally more active members of formal

associations.

Summary

Adult education is increasing at a phenominal rate in the United States. Numerous educational studies have been conducted in attempting to describe the characteristics of participants in adult education courses. Evidence produced by these studies has established some general characteristics of participants.

Participants in public school adult education tends to come from middle and lower-middle status groups. The ages of these participants tends to group in the mid-thirties and they were better educated than the average adult. There were no significant differences between the participation of men and women.

Word-of-mouth was the source of information about the course offerings for approximately one-third of the participants. Prior participation was directly related to future participation. Almost all of the participants were long-time residents and most of them were married.

The review of selected literature in this chapter has helped in formulating the method of investigation used in this study as outlined in Chapter III.

CHAPTER III

METHOD OF INVESTIGATION

Introduction

The city of Tulsa, Oklahoma, was selected for this study for several important reasons. The Tulsa Public School System is the most responsive organization to adult education in Tulsa; it offers a wide range of adult education courses which would provide an excellent study of adults with different socio-economic characteristics and reasons for enrolling in adult education courses. Adult educators responsible for adult education in the Tulsa Public Schools were very interested in this study and extended a cordial invitation to the author. Tulsa also provided easy accessibility in collecting data from the enrollees in adult education courses for the 1969 fall semester.

The central purpose of this study was to determine if there were any significant relationships between selected enrollee characteristics and factors associated with enrollment in adult education courses in the Tulsa Public Schools. The selected enrollee characteristics involved in this study were believed to be most signifi-

cant in a study of this nature in Tulsa by the Adult Advisory Committee. Consensus existed among adult educators in the Tulsa Public Schools, that there were differences in enrollee characteristics and factors associated with enrollment in adult education courses which would make a study of this nature desirable.

Design

A questionnaire was structured with assistance of the following Tulsa Public Schools' adult educators. Mr. George Marsh, Director of Adult Education; Mr. Wayman Penner, Co-ordinator of Adult Service; Mr. D.F. Cooper, Supervisor of Adult Education; Mr. William Stinnett, Co-ordinator of Adult Basic Education; and Mrs. Pauline Hurlburt, Practical Nurse Co-ordinator. The questionnaire was structured to obtain the necessary information for this study from adults possessing a wide range of formal education. The length of time required to complete the questionnaire by respondents was extremely important because the questionnaires were to be administered during class periods. However, enough information was needed to obtain a composite picture of each enrollee.

This study did not attempt to group adults into any kind of socio-economic stratification. A precise stratification of adults in America is impossible for overlapping occurs in any method of stratification used. The study was undertaken to determine the relationships between

selected enrollee characteristics and factors associated with enrollment in adult education courses.

The questionnaire was structured to obtain the enrollee's reason for enrolling, his sex, how he was informed about the course, who encouraged him to enroll, how many courses he was enrolled in, past experience as a participant in adult education courses, future anticipation as a participant in adult education courses, previous noncredit training he had received, his highest formal education, the kind of student he considered himself to have been in school, the different organizations he belonged to, his marital status, age, number of dependents, status as a wage earner, length of residency in Tulsa, type of worker, and present employment status. The questionnaire is reproduced in Appendix A, on page 149.

Description of the Population

The excellent cooperation received from the Tulsa Public Schools made it possible to include all of the adult education enrollees in this study. Only the adults enrolling in the 1969 fall term beginning September 10, 1969, and ending November 26, 1969, were included in this study.

There were a total of 794 questionnaires completed by enrollees in adult education courses conducted by the Tulsa Public Schools in this study. There were about 200 enrolled adults not included in this study. Most of the

enrollees not included in this study were absent when the questionnaires were administered. There were 140 adults enrolled to increase performance of present job; 242 enrolled for advancement, better job or new job; 237 enrolled for self-improvement or personal use; and 175 enrolled for high school credit.

Administering the Questionnaires

Adults enrolling in adult education courses may withdraw from a class by the third class meeting without being charged a fee in the Tulsa Public Schools. Records of the Tulsa Public Schools revealed that during this period of time a large number of enrollees will withdraw. The number withdrawing continues to decrease to about midway through the course and then the number withdrawing becomes relatively stable. It was decided that the questionnaires should be administered during the last phase of the fall term for increased uniformity of participants in adult education courses.

Supervisors responsible for the various adult education programs distributed the questionnaires to teachers of adult education courses. The teachers were given instructions on administering the questionnaires to enrollees by the supervisors.

Enrollees absent on the evening devoted to administering the questionnaires were excluded from the study. No attempt was made to include those absent, when the ques-

tionnaires were administered, in this study.

The completed questionnaires were placed in a stamped self-addressed envelope by the teacher and mailed to the author in order to prevent additional burden upon the supervisors.

Tabulation and Analyses

The data collected by the questionnaires administered to the enrollees were keypunched on cards and tabulated at the Oklahoma State University Computer Center. The statistical analyses to determine if there were any significant relationships between selected enrollee characteristics and factors associated with enrollment in adult education courses were programmed and processed at the computer center.

Statistical Analyses

The data collected by the questionnaires were analyzed with non-parametric statistics. The chi-square test outlined by Siegel (43) was used to test the null hypotheses that there were no significant relationships between selected enrollee characteristics and factors associated with enrollment in adult education courses. The contingency coefficient outlined by Siegel (43) was used to measure the extent of association between the selected enrollee characteristics and the factors associated with enrollment in adult education courses conducted by the Tulsa Public Schools.

CHAPTER IV

ANALYSES AND PRESENTATION OF DATA

Introduction

The purpose of this study was to investigate the relationships between selected enrollee characteristics and factors associated with enrollment in adult education courses. Data for this study were collected from enrollees during November, 1969.

Data were collected on 794 adults by means of a structured questionnaire. The 794 questionnaires collected represented approximately 80 per cent of the enrollment in adult education courses conducted by the Tulsa Public Schools. The major portion of the enrollees not included in this study were absent on the evening that questionnaires were administered to their class as revealed by the Tulsa Adult Department.

The treatment of the data involved the use of statistical tools that are classified as non-parametric. The non-parametric statistical analyses used in this study for testing the null hypotheses were the chi-square and the contingency coefficient.

Tables were constructed to show frequency counts and

percentages for selected enrollee characteristics and factors associated with enrollment in adult education courses. Not all of the enrollees responded to every question. Some of the questions may have more than one response. Therefore, the totals of the tables will vary. The tables in which the enrollees may have responded to more than once will be identified at the bottom of the tables. The total responses received for each question is presented in Appendix A, on page 149.

Enrollees' Characteristics by Reason for Enrolling

Data were collected on 794 adults and were categorized into four groups by reasons for enrolling. The four categories by the reasons for enrolling are : (1) increase performance of present job, (2) advancement, better job or new job, (3) self-improvement or personal use, (4) high school credit. Of the 794 enrollees included in this study: 140 were enrolled to increase performance of present job; 242 enrolled for advancement, better job or new job; 237 enrolled for self-improvement or personal use; and 175 enrolled for high school credit.

Enrollment for advancement, better job or new job, was the largest group; it constituted over 30 per cent of the total enrollment. Enrollment for self-improvement or personal use consisted of slightly less than 30 per cent. Twenty-two per cent of the enrollment was for high school

credit. The smallest group was the one in which enrollees wanted to increase performance of present job; it contained seventeen percent of the total enrollment.

Sex of Enrollees

The analysis of the sex of enrollees is presented in Table I. It is shown in this table that there were slightly more females enrolled than males by about 3 per cent.

Data as presented in Table I revealed that there were more females than males in two of the categories which are: for advancement, better job or new job; and for self-improvement or personal use. Relatively little difference existed between the male and female enrollment for high school credit. Considerably more males than females were enrolled to increase performance of present job.

The chi-square was calculated to test the null hypotheses. The chi-square value of 42.17 with three degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.22 indicated a significant relationship between the sex of enrollees and the selected reasons for enrolling.

Enrollees Age Groups

Analysis of the enrollees' age groups is revealed in Table II. The enrollees' age groups were divided into four categories which are: (1) under twenty-five years of age, (2) twenty-five to thirty-four, (3) thirty-five to

TABLE I

SEX OF ENROLLEE IN ADULT EDUCATION COURSES
BY REASON FOR ENROLLING

Sex	Reason for Enrolling								Totals	
	Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit			
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	102	12.8	101	12.7	99	12.5	82	10.3	384	48.4
Female	38	4.8	141	17.8	138	17.4	93	11.7	410	51.6
Totals	140	17.6	242	30.5	237	29.8	175	22.0	794	100.0

Chi-Square = 42.17
Contingency Coefficient = 0.22

X^2 at .05 level = 7.81

TABLE II

ENROLLEE AGE GROUP BY REASON FOR ENROLLING

Age Group	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Under 25	13	1.7	58	7.4	35	4.4	117	14.9	223	28.3
25 to 34	54	6.9	91	11.6	76	9.7	39	5.0	260	33.0
35 to 44	35	4.4	58	7.4	67	8.5	17	2.2	177	22.5
45 or over	37	4.7	33	4.2	55	7.0	2	0.3	127	16.1
Totals	139	17.7	240	30.5	233	29.6	175	22.2	787	100.0

Chi-Square = 194.92
Contingency Coefficient = 0.45

X^2 at .05 level = 16.91

forty-four, and (4) forty-five or over. A total of 787 responses were received for the enrollees' age groups. This table revealed that 28 per cent of the enrollees were under twenty-five years of age, and over 60 per cent were under thirty-five. Only 16 per cent were forty-five or over.

Data in Table II revealed that slightly more enrollees were over thirty-five for two of the groups which are: to increase performance of present job; and for self-improvement or personal use. Nineteen per cent of the enrollees who were enrolled for advancement, better job or new job were in the age range from twenty-five to forty-five and represented the largest portion of this group. Most of the enrollees seeking high school credit were under twenty-five. In fact, over one-half of the enrollees under twenty-five were enrolled for high school credit.

The chi-square was calculated to test the null hypothesis. The chi-square value of 194.92 with 9 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.45 indicated a significant relationship between the enrollees' age groups and the selected reasons for enrolling.

Enrollees' Marital Status

The analysis of enrollees' marital status is presented in Table III. Marital status was divided into four categories which are (1) single, (2) married, (3) divorced, and

TABLE III

ENROLLEE MARITAL STATUS BY REASON FOR ENROLLING

Marital Status	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Single	10	1.3	38	4.8	29	3.7	71	9.0	148	18.8
Married	120	15.2	172	21.8	188	23.9	87	11.0	567	72.0
Divorced	9	1.1	22	2.8	8	1.0	15	1.9	54	6.9
Widowed or Separated	0	0.0	9	1.1	8	1.0	2	0.3	19	2.4
Totals	139	17.6	241	30.6	233	29.6	175	22.2	788	100.0

Chi-Square = 92.68
Contingency Coefficient = 0.32

X^2 at .05 level = 16.91

(4) widowed or separated. A total of 788 responses were received for the enrollees' marital status. It is shown from the table that over 70 per cent of the enrollees were married, about 15 per cent single, and only 10 per cent divorced, widowed, or separated.

Data as presented in Table III revealed that the largest percentage (9.0) of the single enrollees were those seeking high school credit. About one-half of the enrollees seeking high school credit were married. The enrollment to increase performance of present job, and for high school credit had the smallest number of enrollees widowed or separated. But there were considerably more divorcees among those enrolled for advancement, better job or new job, and for high school credit, than in the other two groups.

A chi-square was calculated to test the null hypothesis. The chi-square value of 92.68 with 9 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.32 indicated a significant relationship between the enrollees' marital status and the selected reasons for enrolling.

Enrollees' Dependents

Analysis of enrollees' dependents is presented in Table IV. Enrollees' responses were categorized into six divisions which are: (1) no dependents, (2) one, (3) two, (4) three, (5) four, and (6) five or more. A total of 784

TABLE IV

ENROLLEE DEPENDENTS BY REASON FOR ENROLLING

Number of Dependents	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	26	3.3	89	11.3	106	13.5	83	10.6	304	38.7
One	30	3.8	47	6.0	31	3.9	41	5.2	149	19.0
Two	30	3.8	31	3.9	31	3.9	22	2.8	114	14.5
Three	25	3.2	40	5.1	32	4.1	16	2.0	113	14.4
Four	21	2.7	22	2.8	18	2.3	8	1.0	69	8.8
Five or More	7	0.9	9	1.1	15	1.9	5	0.6	36	4.6
Totals	139	17.7	238	30.3	233	29.7	175	22.3	785	100.0

Chi-Square = 51.98
Contingency Coefficient = 0.25

X^2 at .05 level = 24.99

responses were received for the number of enrollees' dependents. One may observe from Table IV that 38 per cent of the enrollees did not have any dependents. Approximately 60 per cent had no more than one dependent, and only about 10 per cent had more than three dependents.

Data as presented in Table IV show that those enrolled to increase performance of present job were likely to have any number of dependents from zero through four. Enrollees seeking high school credit were just as likely to have no dependents. This group contained 22 per cent of the total enrollment and had 11 per cent with no dependents. No considerable difference existed in the number of dependents between the enrollment for advancement, better job or new job, and the one for self-improvement or personal use.

A chi-square was calculated to test the null hypothesis. The chi-square value of 51.98 with 15 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.25 indicated a significant relationship between enrollees' dependents and the selected reasons for enrolling.

How Enrollees Were Informed About the Courses

Revealed in Table V is the analysis of how enrollees were informed about the courses. Ways in which enrollees were informed about the courses were divided into six categories which are: (1) newspapers, (2) evening school

TABLE V

HOW ENROLLEE WAS INFORMED ABOUT COURSES
BY REASON FOR ENROLLING

How Informed About the Courses	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Newspaper	16	1.9	53	6.4	48	5.8	20	2.4	137	16.5
Evening school folder	40	4.8	91	11.0	115	13.9	49	5.9	295	35.5
A friend	21	2.5	69	8.3	58	7.0	67	8.1	215	25.9
Radio or TV	0	0.0	7	0.8	7	0.8	1	0.1	15	1.8
Employer	61	7.3	32	3.9	21	2.5	15	1.8	129	15.5
Other	9	1.1	10	1.2	12	1.4	8	1.0	39	4.7
Totals	147	17.7	262	31.6	261	31.4	160	19.3	830	100.0

Chi-Square = 127.39 X^2 at .05 level = 24.99
Contingency Coefficient = 0.36
*Some respondents made more than one response.

folder, (3) a friend, (4) radio or television, (5) employer and (6) other.

Thirty-nine respondents indicated two sources of learning about the courses. Three enrollees did not respond to this question. Data as presented in Table V revealed that the largest single source of information about the courses was provided by the evening school folder. Evening school folders received 35 per cent of the enrollees' responses. Being informed by a friend received 25 per cent of the enrollees' responses. Newspapers and employers were about equally effective in providing information about adult education courses. Combined, they received 32 per cent of the enrollees' responses. Radio or television and other sources received less than 8 per cent.

As shown in Table V, employers provided the source of information for about 42 per cent of those seeking to increase performance of present job. Evening school folders were the number one provider of information for individuals enrolled for advancement, better job, or new job, and those participating for self-improvement or personal use. The newspapers were more informative for these two groups. Friends were the greatest single provider of information for individuals seeking high school credit. Under the category "other" 32 respondents listed an educator as the initial source of information about the courses.

The null hypothesis was statistically tested by the chi-square. The chi-square value of 127.39 with 15 degrees

of freedom was found significant at the .05 level. The contingency coefficient of 0.36 indicated a significant relationship between how the enrollees were informed and the selected reasons for enrolling.

Who Encouraged Enrollees to Enroll

Who encouraged enrollees to enroll was analyzed and is presented in Table VI. Who encouraged enrollees was divided into six categories which are: (1) relative, (2) friend, (3) employer, (4) teacher, (5) rehabilitation officer, and (6) nobody. Twenty-seven respondents indicated being encouraged by two different sources and four did not respond to the question.

Data as presented in Table VI indicated that over 50 per cent (54.8) of the respondents indicated that nobody encouraged them to participate. Relatives had more influence than any other single source of encouragement. Friends and employers provided about equally the same amount of encouragement. Teachers and rehabilitation officers exercised very little encouragement.

It is shown in Table VI that those enrolled to increase performance of present job were encouraged mainly by employers. Data as presented in Table V revealed that employers were also the major provider of information for this group.

Data as presented in Table V revealed that friends were the informers about adult education classes for those

TABLE VI

WHO ENCOURAGED ENROLLEE TO ENROLL BY
REASON FOR ENROLLING

Who Encouraged to Enroll	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Relatives	5	0.6	46	5.6	42	5.1	50	6.1	143	17.5
Friends	21	2.6	25	3.1	39	4.8	14	1.7	99	12.1
Employer	48	5.9	26	3.2	8	1.0	12	1.5	94	11.5
Teacher	2	0.2	4	0.5	2	0.2	16	2.0	24	2.9
Rehabilitation Officer	1	0.1	5	0.6	1	0.1	2	0.2	9	1.1
Nobody	68	8.3	140	17.1	149	18.2	91	11.1	448	54.8
Totals	145	17.7	246	30.1	241	29.5	185	22.6	817	100.0

Chi-Square = 146.2 X^2 at .05 level = 24.99
Contingency Coefficient = 0.39
*Some respondents made more than one response.

interested in high school credit, but relatives were the encouragers for this group as revealed in Table VI. A very small percentage (1.0) of adults participating for self-improvement or personal use were not encouraged to enroll by an employer.

The null hypothesis was tested statistically by the chi-square method. The chi-square value of 146.21 with 15 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.39 indicated a significant relationship between who encouraged enrollment and the selected reasons for enrolling.

Number of Courses Enrollees Were Enrolled In

Analysis of the number of courses enrollees were enrolled in is presented in Table VII. The number of courses enrollees were enrolled in was divided into four categories which are: (1) one course, (2) two courses, (3) three courses, and (4) four courses. A total of 789 respondents answered this question.

Data as presented in Table VII revealed that enrollment in only one course was practiced by over 80 per cent; in fact, about 97 per cent were enrolled in no more than two courses.

It is shown in Table VII that a maximum of two courses was taken by those enrolled to increase performance of present job. About 20 per cent of the enrollees participated in two or more courses; of this amount, 11 per cent were

TABLE VII

NUMBER OF COURSES ENROLLEE ENROLLED IN
BY REASON FOR ENROLLING

Number of Courses	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
One	126	16.0	207	26.2	216	27.4	85	10.8	634	80.4
Two	13	1.6	29	3.7	17	2.2	69	8.7	128	16.2
Three	0	0.0	3	0.4	2	0.3	12	1.5	17	2.2
Four	0	0.0	1	0.1	0	0.0	9	1.1	10	1.3
Totals	139	17.6	240	30.4	235	29.8	175	22.2	789	100.0

Chi-Square = 155.72
Contingency Coefficient = 0.41

X^2 at .05 level = 16.91

seeking high school credit.

The chi-square was calculated to test the null hypothesis. The chi-square value of 155.72 with 9 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.41 indicated a significant relationship between the number of courses enrollees enrolled in and the selected reasons for enrolling.

Enrollees' Past Experience As Participants in Adult Education Courses

Analysis of enrollees' past experience as participants in adult education courses is presented in Table VIII. Responses regarding their past experience in adult education were divided into three categories which are: (1) have never participated before, (2) participated within the past year, and (3) over a year since participating.

There were only 684 responses to the category on past experience in adult education courses. But the percentages for each of the four categories by the reasons for enrolling, were relatively the same as for like categories in Table I of the total enrollment.

Data as presented in Table VIII indicated that over 60 per cent (65.6) of the enrollees have never enrolled before. Of the 35 per cent who had previously participated, about 20 per cent had participated within the past year.

In the category, by the reasons for enrolling, it is shown in Table VIII that each of the four divisions had

TABLE VIII

ENROLLEE PAST EXPERIENCE AS A PARTICIPANT IN ADULT EDUCATIONAL COURSES BY REASON FOR ENROLLING

Past Experience as a Participant	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Never Participated Before	64	9.4	141	20.6	140	20.5	104	15.2	449	65.6
Participated Within Past Year	24	3.5	39	5.7	37	5.4	34	5.0	134	19.6
Over a Year Since Participating	22	3.2	31	4.5	41	6.0	7	1.0	101	14.8
Totals	110	16.1	211	30.8	218	31.9	145	21.2	684	100.0

Chi-Square = 18.29
Contingency Coefficient = 0.16

X^2 at .05 level = 12.59

more enrollees who had never participated before. Enrollment for self-improvement or personal use had a smaller percentage which had participated within the past year, than those who had participated more than one year ago.

The chi-square was used to test the null hypothesis. The chi-square value of 18.29 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.16 indicated a significant relationship between the enrollees' past experience in adult education courses and the selected reasons for enrolling.

Enrollees' Amount of Experience as Participants in Adult Education Courses

The analysis of enrollees' amount of past experience as participants in adult education courses is shown in Table IX. The amount of enrollees' experience was divided into three categories which are: (1) have never participated before, (2) have completed one to four courses, (3) have completed five or more courses.

Only 578 responses were received for this item; yet, percentages for each of the four categories, by the reasons for enrolling, are somewhat the same as for like categories in Table I of the total enrollment.

Data as presented in Table VIII indicated that 66 per cent had never participated before. It is shown in Table IX that 77 per cent had never participated before. Even with this discrepancy, evidence existed that those seeking

TABLE IX

ENROLLEE AMOUNT OF PAST EXPERIENCE AS A PARTICIPANT IN ADULT EDUCATION COURSES BY REASON FOR ENROLLING

Amount of Participation	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Never Participated in Adult Education Before	64	11.1	141	24.4	140	24.2	104	18.0	449	77.7
Completed 1 to 4 Courses	33	5.7	25	4.3	22	3.8	21	3.6	101	17.5
Completed 5 or More Courses	3	0.5	7	1.2	5	0.9	13	2.2	28	4.8
Totals	100	17.3	173	29.9	167	28.9	138	23.9	578	100.0

Chi-Square = 28.59
Contingency Coefficient = 0.21

X^2 at .05 level = 12.59

high school credit had the highest percentage of their enrollees completing five or more adult education courses.

The null hypothesis was statistically tested with the chi-square. The chi-square value of 28.59 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.21 indicated a significant relationship between the enrollees' amount of past experience as participants in adult education courses and the selected reasons for enrolling.

Enrollees' Future Plans as Participants

The analysis of enrollees' future plans as participants in adult education courses is presented in Table X. Their future plans were divided into three categories which are: (1) take additional related courses, (2) take additional non-related courses, and (3) take no other courses.

Respondents had an opportunity to respond to either, neither, or both one and two categories. Several respondents took advantage of this opportunity as shown in Table X with 827 responses.

Data as presented in Table X indicated that about 60 per cent planned to take additional related courses. Eighty-six per cent of the responses were for additional adult education courses. There were about 14 per cent who did not anticipate taking additional education courses. A significantly larger percentage of those enrolled for high

TABLE X

ENROLLEE FUTURE PLANS AS A PARTICIPANT
BY REASON FOR ENROLLING

Future Plans as a Participant	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Take Additional Related Courses	92	11.1	174	21.0	134	16.2	80	9.7	480	58.0
Take Additional Non-Related Courses	41	5.0	50	6.0	79	9.6	65	7.9	235	28.4
Take No Additional Courses	16	1.9	29	3.5	24	2.9	43	5.2	112	13.5
Totals	149	18.0	253	30.6	237	28.7	188	22.7	827	100.0

Chi-Square = 40.27 X^2 at .05 level = 12.59
Contingency Coefficient = 0.22
*Some respondents made more than one response.

school credit were not planning on taking additional related courses, or any more courses, in comparison to the other three groups. They were about equally interested in taking non-related or related courses.

The chi-square was calculated to test the null hypothesis. The chi-square value of 40.27 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.22 indicated a significant relationship between the enrollees' future plans in adult education courses and the selected reasons for enrolling.

Enrollees' Previous Non-Credit Training

Presented in Table XI is the analysis of the non-credit training received by enrollees. The non-credit training was divided into eight categories which are (1) manpower, (2) on-the-job, (3) apprenticeship, (4) vocational or technical, (5) general adult educational courses, (6) short courses, (7) training while in military service, and (8) other.

It is shown in Table XI that over 35 per cent of the enrollees who previously received non-credit training had on-the-job training. Two categories, manpower and other, had less than 6 per cent and were the two smallest categories.

It is shown in Table XI that those enrollees previously receiving non-credit training who enrolled for advancement, a better job, or a new job, had the highest percentage

TABLE XI

ENROLLEE PREVIOUS NON-CREDIT TRAINING
BY REASON FOR ENROLLING

Non-Credit Training	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Manpower	5	0.6	5	0.6	4	0.5	3	0.4	17	2.2
On-the-job	63	8.1	105	13.5	61	7.9	43	5.5	272	35.1
Apprenticeship	17	2.2	10	1.3	15	1.9	10	1.3	52	6.7
Vocational or Technical	30	3.9	36	4.6	29	3.7	29	3.7	124	16.0
General Adult Courses	21	2.7	40	5.2	34	4.4	14	1.8	109	14.1
Short Courses	23	3.0	16	2.1	43	5.5	6	0.8	88	11.4
Courses in Service	28	3.6	28	3.6	18	2.3	11	1.4	85	11.0
Other	5	0.6	6	0.8	10	1.3	7	0.9	28	3.6
Totals	192	24.8	246	31.7	214	27.6	123	15.9	775	100.0

Chi-Square = 52.17
Contingency Coefficient = 0.25
X^2 at .05 level = 32.67
*Some respondents made more than one response.

(13.5) receiving on-the-job training; and in these four groups, more enrollees had on-the-job training than any other type training. A larger percentage of the enrollment for high school credit had vocational or technical training in comparison to the other groups. Those enrolled for self-improvement or personal use, received more short courses than any of the other three groups.

A chi-square was calculated to test the null hypothesis. The chi-square value of 52.17 with 21 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.25 indicated a significant relationship between the enrollees' non-credit training and the selected reasons for enrolling.

Enrollees' Highest Formal Education

Analysis of enrollees' highest formal education is presented in Table XII. Enrollees' formal education was divided into five categories which are: (1) eighth grade or less, (2) one to three years of high school, (3) four years of high school, (4) one to three years of college, and (5) four years or more of college. A total of 789 respondents answered this question.

It is shown in Table XII that over 72 per cent of the enrollees had four years of high school or more. Over 40 per cent had four years of high school. Less than 3 per cent had an eighth grade education or less.

Formal education for those enrolled for high school

TABLE XII

ENROLLEE HIGHEST FORMAL EDUCATION BY
REASON FOR ENROLLING

Formal Education	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	3	0.4	4	0.5	7	0.9	3	0.4	17	2.2
1 to 3 Yrs. of High School	12	1.5	35	4.4	27	3.4	126	16.0	200	25.3
4 Yrs. of High School	61	7.7	128	16.2	97	12.3	35	4.4	321	40.7
1 to 3 Yrs. of College	38	4.8	55	7.0	54	6.8	9	1.1	156	19.8
4 Yrs. College or More	25	3.2	19	2.4	49	6.2	2	0.3	95	12.0
Totals	139	17.6	241	30.5	234	29.7	175	22.2	789	100.0

Chi-Square = 289.03
Contingency Coefficient = 0.52

X^2 at .05 level = 21.02

credit grouped in the category of one to three years of high school. Enrollment for self-improvement or personal use had more enrollees possessing four years of college than the combined total of the other three categories with four years of college.

The null hypothesis was tested with the chi-square. The chi-square value of 289.03 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.52 indicated a significant relationship between the enrollees' highest formal education and the selected reasons for enrolling.

Kinds of Elementary Students Enrollees Considered Themselves to Have Been

The analysis of the kinds of elementary students enrollees considered themselves to have been is given in Table XIII. The kinds of elementary students were divided into three categories which are: (1) good, (2) fair, and (3) poor. A total of 776 respondents answered this question.

It is shown in Table XIII that 58 per cent of the respondents considered themselves to have been good elementary students. Less than 3 per cent rated themselves as having been poor elementary students.

There are very few differences in the four groups, by the reason for enrolling.

The null hypothesis was tested with the chi-square. The chi-square value of 9.07 with 6 degrees of freedom was found insignificant at the .05 level. The contingency

TABLE XIII

KIND OF ELEMENTARY STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY REASON FOR ENROLLING

Kind of Student	Reason for Enrolling								Totals	
	Increase performance of present job		Advancement, better job or new job		Self-improvement or personal use		High School Credit			
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	71	9.1	144	18.6	140	18.0	95	12.2	450	58.0
Fair	60	7.7	82	10.6	89	11.5	74	9.5	305	39.3
Poor	6	0.8	8	1.0	2	0.3	5	0.6	21	2.7
Totals	137	17.7	234	30.2	231	29.8	174	22.4	776	100.0

Chi-Square = 9.07
Contingency Coefficient = 0.11

X^2 at .05 level = 12.59

coefficient of 0.11 indicated an insignificant relationship between the kinds of elementary students the enrollees considered themselves to have been and the reasons for enrolling.

Kinds of Secondary Students Enrollees Considered Themselves To Have Been

Analysis of the kinds of secondary students enrollees considered themselves to have been is presented in Table XIV. The kinds of secondary students were divided into three categories which are: (1) good, (2) fair, and (3) poor. There were 753 respondents answering this question.

It is shown in Table XIV that 50 per cent considered themselves as having been fair secondary students and 44 per cent good. From elementary to secondary, there was about a 200 per cent increase of poor students.

Considerable difference existed between those enrolled for high school credit with those enrolled for other reasons. A majority of those seeking high school credit rated themselves as having been fair secondary students.

The chi-square was calculated to test the null hypothesis. The chi-square value of 68.52 was found significant at the .05 level. The contingency coefficient of 0.29 revealed significant relationship between the kinds of secondary students the enrollees considered themselves to have been and the reasons for enrolling.

TABLE XIV

KIND OF SECONDARY STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY REASON FOR ENROLLING

Kind of Student	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	64	8.5	111	14.7	113	15.0	40	5.3	328	43.6
Fair	66	8.8	104	13.8	105	13.9	99	13.1	374	49.7
Poor	1	0.1	11	1.5	8	1.1	31	4.1	51	6.8
Totals	131	17.4	226	30.0	226	30.0	170	22.6	753	100.0

Chi-Square = 68.52
Contingency Coefficient = 0.29

X^2 at .05 level = 12.59

Kinds of Adult Students Enrollees Considered Themselves To Have Been

Analysis of the kinds of adult students enrollees considered themselves to have been is presented in Table XV. The kinds of adult students were divided into three categories which are: (1) good, (2) fair, and (3) poor. Only 578 respondents answered this question.

Table XV reveals that 98 per cent considered themselves as having been fair or good adult students. Shown in Table XIV that 94 per cent rated themselves as having been fair or good secondary students, while it is revealed in Table XII that over 97 per cent rated themselves as having been fair or good elementary students. A larger percentage of those seeking high school credit still rated themselves as having been poor adult students than did the other three groups.

The chi-square was calculated to test the null hypothesis. The chi-square value of 12.53 with 6 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.15 indicated an insignificant relationship between the kinds of adult students the enrollees considered themselves to have been and the reasons for enrolling.

Kinds of Organizations to Which Enrollees Belonged

Analysis of the kinds of organizations to which enrollees belonged is presented in Table XVI. The kinds of

TABLE XV

KIND OF ADULT STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY REASON FOR ENROLLING

Kind of Student	Reason for Enrolling								Totals	
	Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit			
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	62	10.7	91	15.7	94	16.3	77	13.3	324	56.1
Fair	43	7.4	74	12.8	69	11.9	58	10.0	244	42.2
Poor	1	0.2	2	0.3	0	0.0	7	1.2	10	1.7
Totals	106	18.3	167	28.9	163	28.2	142	24.6	578	100.0

Chi-Square = 12.53
Contingency Coefficient = 0.15

X^2 at .05 level = 12.59

TABLE XVI

KIND OF ORGANIZATIONS TO WHICH ENROLLEE BELONGED
BY REASON FOR ENROLLING

Kind of Organizations	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Labor	30	3.3	35	3.9	31	3.4	32	3.5	128	14.1
Civic	34	3.8	36	4.0	61	6.7	14	1.5	145	16.0
Religious	65	7.2	119	13.1	114	12.6	70	7.7	368	40.6
Professional	51	5.6	29	3.2	60	6.6	25	2.8	165	18.2
Fraternal	26	2.9	26	2.9	39	4.3	9	1.0	100	11.0
Totals	206	22.7	245	27.0	305	33.7	150	16.6	906	100.0

Chi-Square = 42.24 X^2 at .05 level = 21.02
Contingency Coefficient = 0.21
*Some respondents made more than one response.

organizations were divided into five categories which are: (1) labor, (2) civic, (3) religious, (4) professional, and (5) fraternal. A number of respondents belonged to several kinds of organizations.

As shown in Table XVI, the organization to which the largest percentage (40.6) of respondents belonged was religious. Civic and professional organizations had about the same percentage. Fraternal organizations had the smallest per cent. Enrollees seeking to increase performance on personal use belonged to more kinds of organizations percentage-wise than the other two groups.

The chi-square was used to test the null hypothesis. The chi-square value of 42.24 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.21 indicated significant relationship between the kinds of organizations the enrollees belonged to and the reasons for enrolling.

Length of Residency in Tulsa

Analysis of the length of residency in Tulsa is given in Table XVII. The length of residency in Tulsa was divided into four categories which are: (1) one year or less, (2) over one but less than two years, (3) two years but less than five, and (4) five years or more.

Data as presented in Table XVII revealed that 70 per cent of the enrollees had lived in Tulsa five years or more. Less than 8 per cent had lived in Tulsa one year or less.

TABLE XVII

ENROLLEE LENGTH OF RESIDENCY IN TULSA
BY REASON FOR ENROLLING

Length of Residency	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
One Year or Less	10	1.3	12	1.6	16	2.1	19	2.5	57	7.5
One but Less than Two Years	14	1.8	23	3.0	19	2.5	8	1.1	64	8.4
Two but Less than Five Years	20	2.6	43	5.7	28	3.7	17	2.2	108	14.2
Five or More Years	87	11.4	155	20.4	167	21.9	123	16.2	532	69.9
Totals	131	17.2	233	30.6	230	30.2	167	21.9	761	100.0

Chi-Square = 16.00
Contingency Coefficient = 0.14

X^2 at .05 level = 16.91

As shown in Table XVII, there is very little visible evidence that any difference exists between the length of residency and the reasons for enrolling.

The chi-square was used to test the null hypothesis. The chi-square value of 16.00 was found insignificant at the .05 level. The contingency coefficient of 0.14 indicated an insignificant relationship between the enrollees' length of residency in Tulsa and the reasons for enrolling.

Types of Workers Enrollees Were

Analysis of the types of workers enrollees were is presented in Table XVIII. The types of workers were divided into four categories which are: (1) private wage and salary worker, (2) government wage and salary worker, (3) self-employed worker, and (4) unpaid family worker. Sixteen respondents did not answer this question.

Data as presented in Table XVIII disclosed that the largest percentage (64.8) were private wage and salary workers. This study also revealed from Table XVIII that 6 per cent of the enrollees were self-employed. Nineteen per cent were unpaid family workers.

It is shown in Table XVIII that the private wage and salary worker was the largest category for all four of the groups. Enrollment for self-improvement or personal use had the largest per cent classified as unpaid family worker with 9 per cent. Participants seeking to increase performance of present job, and for self-improvement or personal

TABLE XVIII

TYPE OF WORKER ENROLLEE WAS BY
REASON FOR ENROLLING

Type of Worker	Reason for Enrolling: Increase performance of present job		Advancement, better job or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Private Wage and Salary Worker	94	12.1	190	24.4	114	14.7	106	13.6	504	64.8
Government Wage and Salary Worker	23	3.0	14	1.8	25	3.2	16	2.1	78	10.0
Self-employed Worker	20	2.6	6	0.8	18	2.3	5	0.6	49	6.3
Unpaid Family Worker	0	0.0	27	3.5	73	9.4	47	6.0	147	18.9
Totals	137	17.6	237	30.5	230	29.6	174	22.4	778	100.0

Chi-Square = 111.54
Contingency Coefficient = 0.35

X^2 at .05 level = 16.91

use had significantly more enrollees that were self-employed.

The chi-square was used to test the null hypothesis. The chi-square value of 111.54 with 9 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.35 revealed significant relationship between the types of workers the enrollees were and the reasons for enrolling.

Enrollees' Status as a Family Wage Earner

The analysis of enrollees' status as a wage earner is given in Table XIX. Status as a family wage earner was divided into three categories as follows: (1) the only wage earner, (2) assisted by other members of the family, and (3) do not contribute to the family income. Fourteen respondents failed to answer this question.

As revealed in Table XIX, 37 per cent of the participants were the only family wage earner. About the same per cent (35) were assisted by other family members. Twenty-eight per cent were non-contributors to the family income.

It is shown in Table XIX that a large percentage of those enrolled for self-improvement or personal use, and for high school credit, were non-contributors to the family income. Surprisingly enough, about one per cent of those enrolled to increase performance of present job, claimed they were not contributors. It is revealed in Table XX that all of these individuals were employed, as would be expected. Yet, this group had over 50 per cent in the

TABLE XIX

ENROLLEE STATUS AS A FAMILY WAGE EARNER
BY REASON FOR ENROLLING

Family Wage Earner Status	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Only Wage Earner	75	9.6	86	11.0	72	9.2	55	7.1	288	36.9
Assisted by Others	56	7.2	108	13.8	72	9.2	38	4.9	274	35.1
Non-Contributor	7	0.9	47	6.0	86	11.0	78	10.0	218	27.9
Totals	138	17.7	241	30.9	230	29.5	171	21.9	780	100.0

Chi-Square = 89.55
Contingency Coefficient = 0.32

X^2 at .05 level = 12.59

category, the only wage earner. A high percentage of those enrolled for advancement, better job or new job, were assisted by other members of their family.

The chi-square was calculated to test the null hypothesis. The chi-square value of 89.55 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.32 revealed a significant relationship between the enrollees' employment status and the reasons for enrolling.

Enrollees' Employment Status

Shown in Table XX is the enrollees' employment status. Employment status was divided into five categories which are: (1) employed full-time, (2) employed part-time, (3) unemployed (out of job), (4) unemployed (out of work temporarily), and (5) unemployed (not looking for a job). This category includes housewives, retirees, and others not seeking employment.

As shown in Table XX, a large percentage (71.6) were employed full-time. Twenty-two per cent were unemployed but 14 per cent of this amount were not looking for a job. A very small percent (6.9) were employed part-time.

As would be expected, all of those participating to increase performance of present job were employed. By the reasons for enrolling, all four groups showed that the largest percentage were employed full-time. Enrollment for self-improvement or personal use had over 8 per cent un-

TABLE XX

ENROLLEE EMPLOYMENT STATUS BY
REASON FOR ENROLLING

Employment Status	Reason for Enrolling: Increase performance of present job		Advancement, better job, or new job		Self-improvement or personal use		High School Credit		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Employed Full-Time	136	17.3	181	23.0	142	18.1	104	13.2	563	71.6
Employed Part-Time	3	0.4	25	3.2	13	1.7	13	1.7	54	6.9
Unemployed (Out of job)	0	0.0	13	1.7	3	0.4	9	1.1	25	3.2
Unemployed Temporarily	0	0.0	9	1.1	9	1.1	16	2.0	34	4.3
Not Seeking Employment	0	0.0	12	1.5	65	8.3	33	4.2	110	14.0
Totals	139	17.7	240	30.5	232	29.5	175	22.3	786	100.0

Chi-Square = 127.96 X^2 at .05 level = 21.03
Contingency Coefficient = 0.37

employed but not looking for a job.

The chi-square was calculated to test the null hypothesis. The chi-square value of 127.96 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.66 revealed significant relationship between the enrollees' employment status and the reasons for enrolling.

Enrollees' Characteristics by the Sex of Enrollees

Data collected included 384 males and 410 females enrolled in adult education courses conducted by the Tulsa Public Schools. Not all of the enrollees responded to every question, and some questions could have several responses. Therefore, the totals of the tables will vary. The tables in which the enrollees may have responded to more than once will be identified at the bottom of the tables.

This phase of the study will show the relationships between selected enrollees' characteristics by the sex of enrollees. The chi-square at the .05 level and the contingency coefficient were used to test the null hypotheses.

Enrollees' Age Groups

Data as presented in Table XXI revealed that more women were in the age group under 25 than men. More men were in the age group from 25 to 34 than women. A shift back to

TABLE XXI

ENROLLEE AGE GROUP
BY SEX OF ENROLLEE

Age Group	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
Under 25	95	12.1	128	16.3	223	28.3
25 to 34	145	18.4	115	14.6	260	33.0
35 to 44	74	9.4	103	13.1	177	22.5
45 or over	66	8.4	61	7.8	127	16.1
Totals	380	48.3	407	51.7	787	100.0

Chi-Square = 7.38
Contingency Coefficient = 0.12

X^2 at .05 level = 7.81

the majority being women, occurred in the age group from 35-44 and more men than women were in the age group over 45.

The chi-square was used to test the null hypothesis. The chi-square value of 7.38 with 3 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.12 indicated an insignificant relationship between the enrollees' age groups and the sex of enrollees.

Enrollees' Marital Status

Analysis of enrollees' marital status is presented in Table XXII which revealed that more men were married than women. Considerably more women were single, divorced, widowed, and separated, than men.

The chi-square was used to test the null hypothesis. The chi-square value of 31.20 with 3 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.20 indicated a significant relationship between the enrollees' marital status and the sex of enrollees.

Enrollees' Dependents

The analysis of enrollees' dependents is presented in Table XXIII which indicates that there were three times the number of women with no dependents than men. On the other extreme, there were three times more men with five or more dependents than women.

The chi-square was used to test the null hypothesis. The chi-square value of 150.35 with 5 degrees of freedom

TABLE XXII

ENROLLEE MARITAL STATUS
BY SEX OF ENROLLEE

Marital Status	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
Single	60	7.6	88	11.2	148	18.8
Married	303	38.5	264	33.5	567	72.0
Divorced	16	2.0	38	4.8	54	6.9
Widowed or Separated	1	0.1	18	2.3	19	2.4
Totals	380	48.2	408	51.8	788	100.0

Chi-Square = 31.20
Contingency Coefficient = 0.20

X^2 at .05 level = 7.81

TABLE XXIII

ENROLLEE DEPENDENTS
BY SEX OF ENROLLEE

Number of Dependents	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
None	70	8.9	234	29.8	304	38.7
One	75	9.6	74	9.4	149	19.0
Two	71	9.0	43	5.5	114	14.5
Three	84	10.7	29	3.7	113	14.4
Four	52	6.6	17	2.2	69	8.8
Five or More	28	3.6	8	1.0	36	4.6
Totals	380	48.4	405	51.6	785	100.0

Chi-Square = 150.35
Contingency Coefficient = 0.40

X^2 at .05 level = 11.07

was found significant at the .05 level. The contingency coefficient of 0.40 indicated a significant relationship between the enrollees' number of dependents and the sex of enrollees.

How Enrollees Were Informed About the Courses

Analysis of how enrollees were informed about the courses is presented in Table XXIV. It is shown in this table that more women were informed about the courses through newspapers and the evening school folder than men. A friend was the source of information for men and women to about the same degree. Twice the number of men were informed about the courses by their employers than women.

The chi-square was used to test the null hypothesis. The chi-square value of 37.98 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.21 indicated a significant relationship between how the enrollees were informed about the courses and the sex of enrollees.

Who Encouraged Enrollees to Enroll

Analysis of who encouraged enrollees to enroll is presented in Table XXV. This table shows that relatives were more influential for women than men. Employers were the encouragers for about twice the number of men than women.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 18.72 with 5 degrees

TABLE XXIV

HOW ENROLLEE WAS INFORMED ABOUT COURSES
BY SEX OF ENROLLEE

How Informed About the Courses	Sex of Enrollee					
	Male		Female		Totals	
	No.*	%*	No.*	%*	No.*	%*
Newspaper	48	5.8	89	10.7	137	16.5
Evening school folder	122	14.7	173	20.8	295	35.5
A friend	109	13.1	106	12.8	215	25.9
Radio	0	0.0	5	0.6	5	0.6
Television	4	0.5	6	0.7	10	1.2
Employer	86	10.4	43	5.2	129	15.5
Other	16	1.9	23	2.8	39	4.7
Totals	385	46.4	445	53.6	830	100.0

Chi-Square = 37.98 X^2 at .05 level = 12.59
Contingency Coefficient = 0.21
*Some respondents made more than one response.

TABLE XXV

WHO ENCOURAGED ENROLLEE TO ENROLL
BY SEX OF ENROLLEE

Who Encouraged to Enroll	Sex of Enrollee					
	Male		Female		Totals	
	No.*	%*	No.*	%*	No.*	%*
Relatives	59	7.2	84	10.3	143	17.5
Friends	50	6.1	49	6.0	99	12.1
Employer	61	7.5	33	4.0	94	11.5
Teacher	6	0.7	18	2.2	24	2.9
Rehabilitation Officer	4	0.5	5	0.6	9	1.1
Nobody	214	26.2	234	28.6	448	54.8
Totals	394	48.2	423	51.8	817	100.0

Chi-Square = 18.72
Contingency Coefficient = 0.15
X^2 at .05 level = 11.07
*Some respondents made more than one response.

of freedom was found significant at the .05 level. The contingency coefficient of 0.15 indicated a significant relationship between who encouraged the enrollees to enroll and the sex of enrollees.

Number of Courses Enrollees Enrolled In

The analysis of the number of courses enrollees enrolled in is presented in Table XXVI. It is shown in this table that women were more likely to enroll in more courses than men.

The chi-square was used to test the null hypothesis. The chi-square value of 15.84 with 3 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.14 indicated significant relationship between number of courses the enrollees enrolled in and the sex of enrollees.

Enrollees' Past Experience as Participants

Presented in Table XXVII is the analysis of enrollees' past experience as participants in adult education courses. It is shown in this table that a larger percentage of women had never participated before. More men than women participated within the past year.

The chi-square was used to test the null hypothesis. The chi-square value of 9.53 with 2 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.12 indicated significant relationship between

TABLE XXVI

NUMBER OF COURSES ENROLLEE ENROLLED IN
BY SEX OF ENROLLEE

Number of Courses	Sex of Enrollee					
	Male		Female		Totals	
	No.	%	No.	%	No.	%
One	323	40.9	311	39.4	634	80.4
Two	50	6.3	78	9.9	128	16.2
Three	7	0.9	10	1.3	17	2.2
Four	0	0.0	10	1.3	10	1.3
Totals	380	48.2	409	51.8	789	100.0

Chi-Square = 15.84
Contingency Coefficient = 0.14

X^2 at .05 level = 7.81

TABLE XXVII

ENROLLEE PAST EXPERIENCE AS A PARTICIPANT
IN ADULT EDUCATIONAL COURSES
BY SEX OF ENROLLEE

Past Experience as a Participant	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
Never Participated Before	188	27.5	261	38.2	449	65.6
Participated Within Past Year	76	11.1	58	8.5	134	19.6
Over a Year Since Participating	49	7.2	52	7.6	101	14.8
Totals	313	45.8	371	54.2	684	100.0

Chi-Square = 9.53
Contingency Coefficient = 0.12

X^2 at .05 level = 5.99

the enrollees' past experience as participants and the sex of enrollees.

Enrollees' Future Plans as Participants

Analysis of enrollees' future plans as participants is presented in Table XVIII. Data from this table does not reveal much difference between enrollees' future plans as participants and the sex of enrollees.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 0.35 with 2 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.02 indicated an insignificant relationship between the enrollees' future plans as participants and the sex of enrollees.

Enrollees' Previous Non-Credit Training

Analysis of enrollees' non-credit training is shown in Table XXIX. It is shown in this table that men had received more non-credit training than women. In fact, the only area of non-credit training in which women had received more than men was in the general adult courses.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 99.75 with 7 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.34 indicated significant relationship between the enrollees' previous non-credit training and the sex of enrollees.

TABLE XXVIII

ENROLLEE FUTURE PLANS AS A PARTICIPANT
BY SEX OF ENROLLEE

Future Plans as a Participant	Sex of Enrollee				Totals	
	Male		Female			
	No.*	%*	No.*	%*	No.*	%*
Take Additional Related Courses	237	28.7	243	29.4	480	58.0
Take Additional Non-Related Courses	112	13.5	123	14.9	235	28.4
Take No Additional Courses	57	6.9	55	6.7	112	13.5
Totals	406	49.1	421	50.9	827	100.0

Chi-Square = 0.35
Contingency Coefficient = 0.02
X^2 at .05 level = 5.99
*Some respondents made more than one response.

TABLE XXIX

ENROLLEE PREVIOUS NON-CREDIT TRAINING
BY SEX OF ENROLLEE

Non-Credit Training	Sex of Enrollee					
	Male		Female		Totals	
	No.*	%*	No.*	%*	No.*	%*
Manpower	16	2.1	1	0.1	17	2.2
On-the-job	145	18.7	127	16.4	272	35.1
Apprenticeship	47	6.1	5	0.6	52	6.7
Vocational or Technical	85	11.0	39	5.0	124	16.0
General Adult Courses	47	6.1	62	8.0	109	14.1
Short Courses	52	6.7	36	4.6	88	11.4
Courses in Service	83	10.7	2	0.3	85	11.0
Other	17	2.2	11	1.4	28	3.6
Totals	492	63.5	283	36.5	775	100.0

Chi-Square = 99.75 X^2 at .05 level = 14.06
Contingency Coefficient = 0.34
*Some respondents made more than one response.

Enrollees' Highest Formal Education

Presented in Table XXX is the analysis of enrollees' highest formal education. Data as presented in Table XXX revealed that more women were participants with one through four years of high school education than men. There were more men with college experience than women.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 14.45 with 2 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.13 indicated a significant relationship between the enrollees' highest formal education and the sex of enrollees.

Kinds of Elementary Students Enrollees Considered Themselves to Have Been

The kinds of elementary students enrollees considered themselves to have been is presented in Table XXXI. It is revealed in this table that women tend to consider themselves as having been better elementary students than men.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 35.93 with 2 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.21 indicated significant relationship between the kinds of elementary students the enrollees considered themselves to have been and the sex of enrollees.

TABLE XXX

ENROLLEE HIGHEST FORMAL EDUCATION
BY SEX OF ENROLLEE

Formal Education	Sex of Enrollee					
	Male		Female		Totals	
	No.	%	No.	%	No.	%
8th Grade or Less	10	1.3	7	0.9	17	2.2
1-3 Years High School	92	11.7	108	13.7	200	25.3
4 Years High School	136	17.2	185	23.4	321	40.7
1-3 Years College	83	10.5	73	9.3	156	19.8
4 Years College or More	59	7.5	36	4.6	95	12.0
Totals	380	48.2	409	51.8	789	100.0

Chi-Square = 14.45
Contingency Coefficient = 0.13

X^2 at .05 level = 9.48

TABLE XXXI

KIND OF ELEMENTARY STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY SEX OF ENROLLEE

Kind of Student	Sex of Enrollee					
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Good	177	22.8	273	35.2	450	58.0
Fair	181	23.3	124	16.0	305	39.3
Poor	16	2.1	5	0.6	21	2.7
Totals	374	48.2	402	51.8	776	100.0

Chi-Square = 35.93
Contingency Coefficient = 0.21

X^2 at .05 level = 5.99

Kinds of Secondary Students Enrollees Considered Themselves to Have Been

Analysis of the kinds of secondary students enrollees considered themselves to have been is presented in Table XXXII, which revealed that women rated themselves as having been better secondary students than men. Comparison of this table and the previous table revealed that more men and women considered themselves to have been better elementary students than secondary students.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 43.63 was found significant at the .05 level. The contingency coefficient of 0.23 indicated significant relationship between the kinds of secondary students the enrollees considered themselves to have been and the sex of enrollees.

Kinds of Adult Students Enrollees Considered Themselves to Have Been

Analysis of the kinds of adult students enrollees considered themselves to have been is shown in Table XXXIII. It is revealed by this table that most of the men and women considered themselves to have been good adult students.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 3.22 with 2 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.07 indicated an insignificant

TABLE XXXII

KIND OF SECONDARY STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY SEX OF ENROLLEE

Kind of Student	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
Good	115	15.3	213	28.3	328	43.6
Fair	209	27.8	165	21.9	374	49.7
Poor	37	4.9	14	1.9	51	6.8
Totals	361	47.9	392	52.1	753	100.0

Chi-Square = 43.63
Contingency Coefficient = 0.23

X^2 at .05 level = 5.99

TABLE XXXIII

KIND OF ADULT STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY SEX OF ENROLLEE

Kind of Student	Sex of Enrollee					
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Good	166	28.7	158	27.3	324	56.1
Fair	128	22.1	116	20.1	244	42.2
Poor	8	1.4	2	0.3	10	1.7
Totals	302	52.2	276	47.8	578	100.0

Chi-Square = 3.22
Contingency Coefficient = 0.07

X^2 at .05 level = 5.99

relationship between the kinds of adult students the enrollees considered themselves to have been and the sex of enrollees.

Kinds of Organizations to Which Enrollees Belonged

Analysis of the kinds of organizations to which enrollees belonged is presented in Table XXXIV. It is shown in this table that men belonged to more organizations than women. More men than women belonged to labor, professional, and fraternal organizations. More women belonged to religious organizations than men.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 82.26 with 4 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.29 indicated significant relationship between the kinds of organizations to which the enrollees belonged and the sex of enrollees.

Enrollees' Length of Residency in Tulsa

Shown in Table XXXV is the analysis of the length of enrollees' residency in Tulsa. Data as presented in Table XXXV revealed relatively little difference in the length of residency in Tulsa between men and women.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 1.67 with 3 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.05 indicated an insignificant

TABLE XXXIV

KINDS OF ORGANIZATIONS TO WHICH ENROLLEE BELONGED
BY SEX OF ENROLLEE

Kinds of Organizations	Sex of Enrollee				Totals	
	Male		Female			
	No.*	%*	No.*	%*	No.*	%*
Labor	101	11.1	27	3.0	128	14.1
Civic	68	7.5	77	8.5	145	16.0
Religious	139	15.3	229	25.3	368	40.6
Professional	105	11.6	60	6.6	165	18.2
Fraternal	63	7.0	37	4.1	100	10.0
Totals	476	52.5	430	47.5	906	100.0

Chi-Square = 82.26 X^2 at .05 level = 9.48
Contingency Coefficient = 0.29
*Some respondents made more than one response.

TABLE XXXV

ENROLLEE LENGTH OF RESIDENCY IN TULSA
BY SEX OF ENROLLEE

Length of Residency	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
One Year or Less	25	3.3	32	4.2	57	7.5
One But Less Than Two Years	35	4.6	29	3.8	64	8.4
Two But Less Than Five Years	53	7.0	55	7.2	108	14.2
Five or More Years	252	33.1	280	36.8	532	69.9
Totals	365	48.0	396	52.0	761	100.0

Chi-Square = 1.67
Contingency Coefficient = 0.05

X^2 at .05 level = 7.81

relationship between the enrollees' length of residency in Tulsa and the sex of enrollees.

Types of Workers Enrollees Were

Analysis of the types of workers enrollees were is presented in Table XXXVI. Data as presented indicated that more men were classified as wage and salary workers and self-employed than women. More women than men were classified as unpaid family workers.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 132.52 with 3 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.38 indicated significant relationship between the types of workers the enrollees were and the sex of enrollees.

Enrollees' Status as a Family Wage Earner

Analysis of enrollees' status as a family wage earner is presented in Table XXXVII. It is revealed in this table that over twice the number of men than women were the only wage earner. More than four times the number of women than men were non-contributors to the family income.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 140.19 with 2 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.39 indicated significant relationship between the enrollees' status as family wage

TABLE XXXVI

TYPE OF WORKER ENROLLEE WAS
BY SEX OF ENROLLEE

Type of Worker	Sex of Enrollee					
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Private Wage and Salary Worker	285	36.6	219	28.1	504	64.8
Government Wage and Salary Worker	46	5.9	32	4.1	78	10.0
Self-Employed Worker	35	4.5	14	1.8	49	6.3
Unpaid Family Worker	9	1.2	138	17.7	147	18.9
Totals	375	48.2	403	51.8	778	100.0

Chi-Square = 132.52
Contingency Coefficient = 0.38

X^2 at .05 level = 7.81

TABLE XXXVII

ENROLLEE STATUS AS A FAMILY WAGE EARNER
BY SEX OF ENROLLEE

Family Wage Earner Status	Sex of Enrollee				Totals	
	Male		Female			
	No.	%	No.	%	No.	%
Only Wage Earner	207	26.5	81	10.4	288	36.9
Assisted by Others	129	16.5	145	18.6	274	35.1
Non-Contributor	41	5.3	177	22.7	218	27.9
Totals	377	48.3	403	51.7	780	100.0

Chi-Square = 140.19
Contingency Coefficient = 0.39

X^2 at .05 level = 5.99

earners and the sex of enrollees.

Enrollees' Employment Status

Shown in Table XXXVIII is the enrollees' employment status. It is shown in this table that considerably more men were employed full-time than women. More women were employed part-time and unemployed than men.

The chi-square was used to test the null hypothesis. The chi-square value of 162.77 with 4 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.41 indicated significant relationship between the enrollees' employment status and the sex of enrollees.

Enrollees' Characteristics by Their Highest Formal Education

Data collected on 789 enrollees were categorized by the enrollees' highest formal education. Enrollees' highest formal education was divided into five categories which are: (1) eighth grade or less, (2) one to three years of high school, (3) four years of high school, (4) one to three years of college, and (5) four or more years of college. The first two categories were collapsed in some cases. There were 17 enrollees possessing no more than eighth grade education, 200 with one to three years of high school, 321 with four years of high school, 156 with one to three years of college, and 95 with four or more years of college.

TABLE XXXVIII

ENROLLEE EMPLOYMENT STATUS
BY SEX OF ENROLLEE

Employment Status	Sex of Enrollee					
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Employed Full-Time	350	44.5	213	27.1	563	71.6
Employed Part-Time	17	2.2	37	4.7	54	6.9
Unemployed (Out-of-Job)	1	0.1	24	3.1	25	3.2
Unemployed Temporarily	6	0.8	28	3.6	34	4.3
Not Seeking Employment	6	0.8	104	13.2	110	14.0
Totals	380	48.3	406	51.7	786	100.0

Chi-Square = 162.77
Contingency Coefficient = 0.41

X^2 at .05 level = 9.48

Five enrollees did not reveal their formal education and therefore they were not included in this part of the study. Not all of the enrollees responded to every question and some questions could have several responses. Therefore, the totals of the tables will vary. The tables in which the enrollees may have responded to more than once will be identified at the bottom of the tables.

This section of the study will show the relationships between selected enrollees' characteristics and their highest formal education. The chi-square at the .05 level and the contingency coefficient were used to test the null hypotheses.

Enrollees' Age Groups

Analysis of enrollees' age groups is presented in Table XXXIX. It is shown in this table that relatively few enrollees under 25 years of age had more than a high school education. Enrollees between the ages of 25 to 44 most often had at least a high school education. The majority of enrollees over 45 had some college education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 115.70 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.36 indicated significant relationship between the enrollees' age groups and their highest formal education.

TABLE XXXIX

ENROLLEE AGE GROUP BY
HIGHEST FORMAL EDUCATION

Age Group	Highest Formal Education										Totals	
	8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 25	5	0.6	105	13.4	82	10.5	20	2.6	11	1.4	223	28.4
25 to 34	5	0.6	57	7.3	113	14.4	51	6.5	32	4.1	258	32.9
35 to 44	2	0.3	26	3.3	82	10.5	43	5.5	23	2.9	176	22.4
45 or over	5	0.6	11	1.4	43	5.5	40	5.1	28	3.6	127	16.2
Totals	17	2.2	199	25.4	320	40.8	154	19.6	94	12.0	784	100.0

Chi-Square = 115.70
Contingency Coefficient = 0.36

X^2 at .05 level = 21.02

Enrollees' Marital Status

The analysis of enrollees' marital status is presented in Table XL. It is revealed in this table that single, divorced, widowed and separated enrollees had less formal education than married enrollees. The majority of the enrollees with the least amount of formal education were women as shown in Table XXII.

The chi-square was used to test the null hypothesis. The chi-square value of 45.68 with 9 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.23 indicated significant relationship between the enrollees' marital status and their highest formal education.

Enrollees' Dependents

Analysis of enrollees' dependents is presented in Table XLI. It is shown in this table that very little difference exists between enrollees' number of dependents and their highest formal education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 22.23 with 15 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.17 indicated an insignificant relationship between the enrollees' dependents and their highest formal education.

How Enrollees Were Informed About Courses

TABLE XL

ENROLLEE MARITAL STATUS BY
HIGHEST FORMAL EDUCATION

Marital Status	Highest Formal Education								Totals	
	3 yrs. of High School or less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or more			
	No.	%	No.	%	No.	%	No.	%	No.	%
Single	65	8.3	55	7.0	15	1.9	13	1.7	148	18.9
Married	124	15.8	236	30.1	126	16.1	78	9.9	564	71.8
Divorced	20	2.5	17	2.2	14	1.8	3	0.4	54	6.9
Widowed or Separated	6	0.8	12	1.5	1	0.1	0	0.0	19	2.4
Totals	215	27.4	320	40.8	156	19.9	94	12.0	785	100.0

Chi-Square = 45.68
Contingency Coefficient = 0.23

X^2 at .05 level = 16.91

TABLE XLI

ENROLLEE DEPENDENTS BY
HIGHEST FORMAL EDUCATION

Number of Dependents	Highest Formal Education								Totals	
	3 yrs. of High School or less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or more			
	No.	%	No.	%	No.	%	No.	%	No.	%
None	100	12.8	124	15.9	52	6.6	28	3.6	304	38.9
One	43	5.5	62	7.9	27	3.5	15	1.9	147	18.8
Two	27	3.5	42	5.4	26	3.3	19	2.4	114	14.6
Three	22	2.8	51	6.5	22	2.8	17	2.2	112	14.3
Four	12	1.5	26	3.3	21	2.7	10	1.3	69	8.8
Five or More	11	1.4	13	1.7	7	0.9	5	0.6	36	4.6
Totals	215	27.5	318	40.7	155	19.8	94	12.0	782	100.0

Chi-Square = 22.23
Contingency Coefficient = 0.17

X^2 at .05 level = 24.99

Analysis of how enrollees were informed about the courses is presented in Table XLII. Data from this table revealed little difference in the relationship between how enrollees were informed about the courses and their highest formal education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 16.75 with 12 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.14 indicated an insignificant relationship between how the enrollees were informed and their highest formal education.

Who Encouraged Enrollees to Enroll

Analysis of who encouraged enrollees to enroll is presented in Table XLIII. The most difference shown in this table is that enrollees with four years of high school education or less were often encouraged to enroll by relatives. Enrollees with some college education were often encouraged to enroll by friends.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 40.37 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.22 indicated significant relationship between who encouraged the enrollees to enroll and their highest formal education.

Number of Courses Enrollees Enrolled In

TABLE XLII

HOW ENROLLEE WAS INFORMED ABOUT COURSES
BY HIGHEST FORMAL EDUCATION

How Informed About the Courses	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Newspapers	29	3.5	63	7.6	30	3.6	13	1.6	135	16.3
Evening School Folder	72	8.7	123	14.9	65	7.9	34	4.1	294	35.6
A Friend	70	8.5	81	9.8	36	4.4	27	3.3	214	25.9
Radio, TV or Employer	30	3.6	57	6.9	32	3.9	25	3.0	144	17.4
Other	7	0.8	20	2.4	6	0.7	6	0.7	39	4.7
Totals	208	25.2	344	41.6	169	20.5	105	12.7	826	100.0

Chi-Square = 16.75 X^2 at .05 level = 21.02
Contingency Coefficient = 0.14
*Some respondents made more than one response.

TABLE XLIII

WHO ENCOURAGED ENROLLEE TO ENROLL
BY HIGHEST FORMAL EDUCATION

Who Encouraged to Enroll	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Relatives	59	7.3	57	7.0	15	1.8	11	1.4	142	17.5
Friends	23	2.8	33	4.1	22	2.7	20	2.5	98	12.1
Employer	26	3.2	35	4.3	18	2.2	15	1.8	94	11.6
Teacher or Rehabilitation Officer	17	2.1	9	1.1	4	0.5	3	0.4	33	4.1
Nobody	108	13.3	193	23.7	97	11.9	48	5.9	446	54.9
Totals	233	28.7	327	40.2	156	19.2	97	11.9	813	100.0

Chi-Square = 40.37 X^2 at .05 level = 21.02
Contingency Coefficient = 0.22
*Some respondents made more than one response.

Presented in Table XLIV is the number of courses enrollees enrolled in. Data as presented in this table revealed that those enrolled in more than one course usually had less than a high school education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 117.92 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.36 indicated significant relationship between the number of courses the enrollees enrolled in and their highest formal education.

Enrollees' Past Experience as Participants

The analysis of enrollees' past experience as participants in adult education courses is presented in Table XLV. It is shown in this table that considerably more of the enrollees with less than a high school education had never participated before. Considerably more of the enrollees with four years of high school education or more were in the category, over a year since participating, than those with less than a high school education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 21.24 with 8 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.17 indicated significant relationship between the enrollees' past experience as participants in adult education courses and their highest formal education.

TABLE XLIV

NUMBER OF COURSES ENROLLEE ENROLLED IN
BY HIGHEST FORMAL EDUCATION

Number of Courses	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%
One	122	15.5	273	34.8	143	18.2	92	11.7	630	80.3
Two	76	9.7	40	5.1	10	1.3	2	0.3	128	16.3
Three or More	19	2.4	5	0.6	2	0.3	1	0.1	27	3.4
Totals	217	27.6	318	40.5	155	19.7	95	12.1	785	100.0

Chi-Square = 117.92
Contingency Coefficient = 0.36

X^2 at .05 level = 12.59

TABLE XLV

ENROLLEE PAST EXPERIENCE AS A PARTICIPANT
IN ADULT EDUCATION COURSES BY
HIGHEST FORMAL EDUCATION

Future Plans as a Participant	Highest Formal Education: 8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Never Participated Before	11	1.6	125	18.4	183	26.9	79	11.6	49	7.2	447	65.6
Participated Within Past Year	1	0.1	31	4.6	47	6.9	29	4.3	26	3.8	134	19.7
Over a Year Since Participating	2	0.3	13	1.9	50	7.3	25	3.7	10	1.5	100	14.7
Totals	14	2.1	169	24.8	280	41.1	133	19.5	85	12.5	681	100.0

Chi-Square = 21.24
Contingency Coefficient = 0.17

X^2 at .05 level = 15.50

Enrollees' Future Plans as Participants

The analysis of enrollees' future plans as participants is presented in Table XLVI. Data as presented in this table revealed little visible difference in enrollees' future plans as participants and their highest formal education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 15.55 with 8 degrees of freedom was found barely significant at the .05 level. The contingency coefficient of 0.14 did not indicate if significant relationship did or did not exist between the enrollees' future plans as participants in adult education courses and their highest formal education.

Enrollees' Previous Non-Credit Training

Analysis of enrollees' previous non-credit training is presented in Table XLVII. It is shown in this table that percentage-wise, enrollees with some college education had completed more short courses. Over 10 per cent of the enrollees with three years of high school or less had apprenticeship training.

The chi-square was used to test the null hypothesis. The chi-square value of 59.38 with 18 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.27 indicated significant relationship between the enrollees' previous non-credit training and their highest formal education.

TABLE XLVI

ENROLLEE FUTURE PLANS AS A PARTICIPANT
BY HIGHEST FORMAL EDUCATION

Past Experience as a Participant	Highest Formal Education										Totals	
	8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Take Additional Related Courses	12	1.5	109	13.3	193	23.5	99	12.0	65	7.9	478	58.2
Take Additional Non-Related Courses	4	0.5	73	8.9	81	9.9	53	6.4	21	2.6	232	28.2
Take No Additional Courses	1	0.1	34	4.1	50	6.1	14	1.7	13	1.6	112	13.6
Totals	17	2.1	216	26.3	324	39.4	166	20.2	99	12.0	822	100.0

Chi-Square = 15.55 X^2 at .05 level = 15.50
Contingency Coefficient = 0.14
*Some respondents made more than one response.

TABLE XLVII

ENROLLEE PREVIOUS NON-CREDIT TRAINING
BY HIGHEST FORMAL EDUCATION

Non-Credit Training	Highest Formal Education: 3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
One-the-job or Manpower	59	7.7	137	17.8	70	9.1	20	2.6	286	37.2
Apprenticeship	18	2.3	22	2.9	9	1.2	3	0.4	52	6.8
Vocational or Technical	33	4.3	50	6.5	32	4.2	7	0.9	122	15.9
General Adult Courses	23	3.0	49	6.4	23	3.0	14	1.8	109	14.2
Short Courses	10	1.3	27	3.5	25	3.3	26	3.4	88	11.4
Courses in Service	14	1.8	35	4.6	21	2.7	14	1.8	84	10.9
Other	6	0.8	16	2.1	4	0.5	2	0.3	28	3.6
Totals	163	21.2	336	43.7	184	23.9	86	11.2	769	100.0

Chi-Square = 59.38 X^2 at .05 level = 28.86
Contingency Coefficient = 0.27
*Some respondents made more than one response.

Kinds of Elementary Students Enrollees Considered Themselves to Have Been

Analysis of the kinds of elementary students enrollees considered themselves to have been is presented in Table XLVIII.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 9.13 with 6 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.11 indicated an insignificant relationship between the kinds of elementary students the enrollees considered themselves to have been and their highest formal education.

Kinds of Secondary Students Enrollees Considered Themselves to Have Been

Analysis of the kinds of secondary students enrollees considered themselves to have been is presented in Table XLIX. Data as presented in this table revealed that percentage-wise for each level, as the level of formal education increased, enrollees rated themselves as better students.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 77.29 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.31 indicated significant relationship between the kinds of secondary students the enrollees considered themselves to have been and their highest formal education.

TABLE XLVIII

KIND OF ELEMENTARY STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY HIGHEST FORMAL EDUCATION

Kind of Student	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	122	15.8	166	21.5	99	12.8	61	7.9	448	58.0
Fair	85	11.0	136	17.6	52	6.7	31	4.0	304	39.3
Poor	4	0.5	12	1.6	3	0.4	2	0.3	21	2.7
Totals	211	27.3	314	40.6	154	19.9	94	12.2	773	100.0

Chi-Square = 9.13
Contingency Coefficient = 0.11

X^2 at .05 level = 12.59

TABLE XLIX

KIND OF SECONDARY STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY HIGHEST FORMAL EDUCATION

Kind of Student	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	61	8.1	122	16.2	83	11.1	62	8.3	328	43.7
Fair	106	14.1	169	22.5	67	8.9	30	4.0	372	49.5
Poor	34	4.5	14	1.9	2	0.3	1	0.1	51	6.8
Totals	201	26.8	305	40.6	152	20.2	93	12.4	751	100.0

Chi-Square = 77.29
Contingency Coefficient = 0.31

X^2 at .05 level = 12.59

Kinds of Adult Students Enrollees Considered Themselves to Have Been

The analysis of the kinds of adult students enrollees considered themselves to have been is presented in Table L. It is shown in this table that relatively little visible difference exists between the kinds of adult students enrollees considered themselves to have been and their highest formal education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 19.69 with 6 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.18 indicated significant relationship between the kinds of adult students the enrollees considered themselves to have been and their highest formal education.

Kinds of Organizations to Which Enrollees Belonged

Analysis of the kinds of organizations to which enrollees belonged is presented in Table LI. Data as presented in this table revealed that enrollees with three years of high school education or less belonged to an average of more labor and religious organizations than enrollees with more than three years of formal education. As the level of formal education increased, chances increased that enrollees belonged to a professional or fraternal organization.

The chi-square analysis was used to test the null

TABLE L

KIND OF ADULT STUDENT ENROLLEE CONSIDERED HIMSELF TO HAVE BEEN BY HIGHEST FORMAL EDUCATION

Kind of Student	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%
Good	88	15.3	104	18.1	74	12.8	57	9.9	323	56.1
Fair	66	11.5	110	19.1	47	8.2	20	3.5	243	42.2
Poor	5	0.9	3	0.5	2	0.3	0	0.0	10	1.7
Totals	159	27.6	217	37.7	123	21.4	77	13.4	576	100.0

Chi-Square = 19.69
Contingency Coefficient = 0.18

X^2 at .05 level = 12.59

TABLE LI

KINDS OF ORGANIZATIONS TO WHICH ENROLLEE BELONGED
BY HIGHEST FORMAL EDUCATION

Kinds of Organizations	Highest Formal Education: 8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More		Totals	
	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*	No.*	%*
Labor	3	0.3	38	4.2	62	6.9	19	2.1	5	0.6	127	14.0
Civic	0	0.0	21	2.3	44	4.9	47	5.2	33	3.7	145	16.0
Religious	5	0.6	85	9.4	148	16.4	82	9.1	48	5.3	368	40.7
Professional	4	0.4	22	2.4	38	4.2	42	4.6	59	6.5	165	18.3
Fraternal	0	0.0	7	0.8	25	2.8	35	3.9	32	3.5	99	11.0
Totals	12	1.3	173	19.1	317	35.1	225	24.9	177	19.6	904	100.0

Chi-Square = 117.29 X^2 at .05 level = 26.29
Contingency Coefficient = 0.34
*Some respondents made more than one response.

hypothesis. The chi-square value of 117.29 with 16 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.34 indicated significant relationship between the kinds of organizations to which the enrollees belonged and their highest formal education.

Enrollees' Length of Residency in Tulsa

Analysis of the enrollees' length of residency in Tulsa is presented in Table LII. It is revealed in this table that relatively little visible difference exists between enrollees' length of residency in Tulsa and their highest formal education.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 27.00 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.19 indicated significant relationship between the enrollees' length of residency in Tulsa and their highest formal education.

Types of Workers Enrollees Were

The analysis of the types of workers enrollees were is presented in Table LIII. It is shown in this table that as formal education increased, the chances of being self-employed increased. Considerably more enrollees with four years of high school education or less were classified as unpaid family workers.

The chi-square was used to test the null hypothesis.

TABLE LII

ENROLLEE LENGTH OF RESIDENCY IN TULSA
BY HIGHEST FORMAL EDUCATION

Length of Residency	Highest Formal Education										Totals	
	8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
One Year or Less	3	0.4	19	2.5	19	2.5	9	1.2	7	0.9	57	7.5
One but Less Than Two Yrs	4	0.5	9	1.2	24	3.2	16	2.1	11	1.5	64	8.4
Two but Less Than Five Years	1	0.1	17	2.2	47	6.2	24	3.2	19	2.5	108	14.2
Five or More Years	8	1.1	146	19.3	219	28.9	99	13.1	57	7.5	529	69.8
Totals	16	2.1	191	25.2	309	40.8	148	19.5	94	12.4	758	100.0

Chi-Square = 27.00
Contingency Coefficient = 0.19

X^2 at .05 level = 21.02

TABLE LIII

TYPE OF WORKER ENROLLEE WAS
BY HIGHEST FORMAL EDUCATION

Type of Worker	Highest Formal Education: 8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Private Wage and Salary Worker	11	1.4	119	15.4	212	27.4	106	13.7	54	7.0	502	64.8
Government Wage and Salary Worker	1	0.1	16	2.1	29	3.7	19	2.5	12	1.5	77	9.9
Self-Employed Worker	2	0.3	9	1.2	14	1.8	10	1.3	14	1.8	49	6.3
Unpaid Family Worker	3	0.4	52	6.7	58	7.5	21	2.7	13	1.7	147	19.0
Totals	17	2.2	196	25.3	313	40.4	156	20.1	93	12.0	775	100.0

Chi-Square = 28.77
Contingency Coefficient = 0.19

X^2 at .05 level = 21.02

The chi-square value of 28.77 with 12 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.19 indicated significant relationship between the types of workers the enrollees were and their highest formal education.

Enrollees' Status as Family Wage Earners

The analysis of enrollees' status as family wage earners is presented in Table LIV. It is shown from this table that about 40 per cent of the enrollees with three years of high school education or less were non-contributors to the family income. The family income for about 40 per cent of the enrollees with four years of high school to three years of college education was supplemented by other members of the family. As formal education increased, chances increased that the enrollees were the only family wage earner.

The chi-square analysis was used to test the null hypothesis. The chi-square value of 40.45 with 8 degrees of freedom was found significant at the .05 level. The contingency coefficient of 0.22 indicated significant relationship between the enrollees' status as family wage earners and their highest formal education.

Enrollees' Employment Status

The analysis of enrollees' employment status is presented in Table LV.

TABLE LIV

ENROLLEE STATUS AS A FAMILY WAGE EARNER
BY HIGHEST FORMAL EDUCATION

Family Wage Earner Status	Highest Formal Education										Totals	
	8th Grade or Less		1-3 yrs. of High School		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Only Wage Earner	12	1.5	62	8.0	101	13.0	65	8.4	46	5.9	286	36.8
Assisted by Others	2	0.3	54	6.9	127	16.3	61	7.9	29	3.7	273	35.1
Non-Contributor	3	0.4	79	10.2	87	11.2	30	3.9	19	2.4	218	28.1
Totals	17	2.2	195	25.1	315	40.5	156	20.1	94	12.1	777	100.0

Chi-Square = 40.45
Contingency Coefficient = 0.22

X^2 at .05 level = 15.50

TABLE LV

ENROLLEE EMPLOYMENT STATUS BY
HIGHEST FORMAL EDUCATION

Employment Status	Highest Formal Education								Totals	
	3 yrs. of High School or Less		4 yrs. of High School		1-3 yrs. of College		4 yrs. College or More			
	No.	%	No.	%	No.	%	No.	%	No.	%
Employed Full-Time	135	17.2	229	29.2	123	15.7	73	9.3	560	71.5
Employed Part-Time	18	2.3	22	2.8	7	0.9	7	0.9	54	6.9
Unemployed (Out-of-job)	12	1.5	10	1.3	2	0.3	1	0.1	25	3.2
Unemployed Temporarily	13	1.7	16	2.0	4	0.5	1	0.1	34	4.3
Not Seeking Employment	38	4.9	41	5.2	19	2.4	12	1.5	110	14.0
Totals	216	27.6	318	40.6	155	19.8	94	12.0	783	100.0

Chi-Square = 21.00
Contingency Coefficient = 0.16

X^2 at .05 level = 21.02

The chi-square analysis was used to test the null hypothesis. The chi-square value of 21.00 with 12 degrees of freedom was found insignificant at the .05 level. The contingency coefficient of 0.16 indicated an insignificant relationship between the enrollees' employment status and their highest formal education.

Summary

Twenty selected enrollee characteristics and the reasons for enrolling were tested with the chi-square and the contingency coefficient to test the null hypotheses. Of the twenty null hypotheses tested, that there are no significant relationships between the selected enrollee characteristics and the reasons for enrolling, three were accepted and seventeen rejected at the .05 level.

Eighteen selected enrollee characteristics and the sex of the enrollees were tested with the chi-square and the contingency coefficient to test the null hypotheses. Of the eighteen null hypotheses tested, that there are no significant relationships between the selected enrollee characteristics and the sex of enrollees, four were accepted and fourteen rejected at the .05 level.

Seventeen selected enrollee characteristics and their highest formal education were tested with the chi-square and the contingency coefficient to test the null hypotheses. Of the seventeen null hypotheses tested, that there are no significant relationships between the selected

enrollee characteristics and their highest formal education, four were accepted and thirteen were rejected at the .05 level.

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Introduction

This study was undertaken to discover the relationship between selected enrollee characteristics and factors associated with enrollment in adult education courses in the Tulsa Public Schools. A structured questionnaire provided the basic information necessary to make this study. These questionnaires were administered during November, 1969. Data were collected on 794 enrollees which represented approximately 80 per cent of the total number of adults enrolled in adult education courses in the Tulsa Public Schools during the fall semester, 1969. The chi-square and the contingency coefficient were used to test the null hypotheses that there were no significant relationships between selected enrollee characteristics and factors associated with enrollment. Factors associated with enrollment included in this study were: (1) by reason for enrolling, (2) by sex of enrollee, and (3) by highest formal education.

Summary of Findings by the Reasons for Enrolling

The null hypotheses that there are no significant relationships between selected enrollee characteristics and the reasons for enrolling were statistically tested. The chi-square analysis at the .05 level and the contingency coefficient were used to test each of the following null hypotheses.

1. The null hypothesis that there is no significant relationship between sex of enrollees and the reasons for enrolling was rejected.

2. The null hypothesis that there is no significant relationship between enrollees' age and the reasons for enrolling was rejected.

3. The null hypothesis that there is no significant relationship between enrollees' marital status and the reasons for enrolling was rejected.

4. The null hypothesis that there is no significant relationship between enrollees' dependents and the reasons for enrolling was rejected.

5. The null hypothesis that there is no significant relationship between how enrollees were informed about the course and the reasons for enrolling was rejected.

6. The null hypothesis that there is no significant relationship between who encouraged enrollees to enroll and the reasons for enrolling was rejected.

7. The null hypothesis that there is no significant relationship between the number of courses enrollees enrolled in and the reasons for enrolling was rejected.

8. The null hypothesis that there is no significant relationship between enrollees' past experience as participants in adult education courses and the reasons for enrolling was rejected.

9. The null hypothesis that there is no significant relationship between enrollees' amount

of past experience as participants in adult education courses and the reasons for enrolling was rejected.

10. The null hypothesis that there is no significant relationship between enrollees' future plans as participants and the reasons for enrolling was rejected.

11. The null hypothesis that there is no significant relationship between enrollees' previous non-credit training and the reasons for enrolling was rejected.

12. The null hypothesis that there is no significant relationship between enrollees' highest formal education and the reasons for enrolling was rejected.

13. The null hypothesis that there is no significant relationship between the kinds of elementary students enrollees considered themselves to have been and the reasons for enrolling was accepted.

14. The null hypothesis that there is no significant relationship between the kinds of secondary students enrollees considered themselves to have been and the reasons for enrolling was rejected.

15. The null hypothesis that there is no significant relationship between the kinds of adult students enrollees considered themselves and the reasons for enrolling was accepted.

16. The null hypothesis that there is no significant relationship between the kinds of organizations to which enrollees belonged and the reasons for enrolling was rejected.

17. The null hypothesis that there is no significant relationship between enrollees' length of residency in Tulsa and the reasons for enrolling was accepted.

18. The null hypothesis that there is no significant relationship between the types of workers enrollees were and the reasons for enrolling was rejected.

19. The null hypothesis that there is no significant relationship between enrollees' status

as family wage earner and the reasons for enrolling was rejected.

20. The null hypothesis that there is no significant relationship between enrollees' employment status and the reasons for enrolling was rejected.

Of the twenty null hypotheses tested, that there are no significant relationships between the selected enrollee characteristics and the reasons for enrolling, three were accepted and seventeen rejected at the .05 level. The null hypotheses accepted were numbers 13, 15 and 17. The null hypotheses most significant to this study that were rejected are numbers 2, 3, 5, 6, 7, 8, 9, 10 and 12.

Summary of Findings by the Sex of Enrollees

The null hypotheses that there are no significant relationships between selected enrollee characteristics and the sex of enrollee were statistically tested. The chi-square analysis at the .05 level and the contingency coefficient were used to test each of the following null hypotheses.

21. The null hypothesis that there is no significant relationship between enrollees' age groups and the sex of enrollees was accepted.

22. The null hypothesis that there is no significant relationship between enrollees' marital status and the sex of enrollees was rejected.

23. The null hypothesis that there is no significant relationship between enrollees' dependents and the sex of enrollees was rejected.

24. The null hypothesis that there is no significant relationship between how enrollees were

informed about the courses and the sex of enrollees was rejected.

25. The null hypothesis that there is no significant relationship between who encouraged enrollees to enroll and the sex of enrollees was rejected.

26. The null hypothesis that there is no significant relationship between the number of courses enrollees enrolled in and the sex of enrollees was rejected.

27. The null hypothesis that there is no significant relationship between enrollees' past experience as participants in adult education courses and the sex of enrollees was rejected.

28. The null hypothesis that there is no significant relationship between enrollees' future plans as participants and the sex of enrollees was accepted.

29. The null hypothesis that there is no significant relationship between enrollees' previous non-credit training and the sex of enrollees was rejected.

30. The null hypothesis that there is no significant relationship between enrollees' highest formal education and the sex of enrollees was rejected.

31. The null hypothesis that there is no significant relationship between the kinds of elementary students enrollees considered themselves to have been and the sex of enrollees was rejected.

32. The null hypothesis that there is no significant relationship between the kinds of secondary students enrollees considered themselves to have been and the sex of enrollees was rejected.

33. The null hypothesis that there is no significant relationship between the kinds of adult students enrollees considered themselves to have been and the sex of enrollees was accepted.

34. The null hypothesis that there is no significant relationship between the kinds of organi-

zations to which enrollees belong and the sex of enrollees was rejected.

35. The null hypothesis that there is no significant relationship between enrollees' length of residency in Tulsa and the sex of enrollees was accepted.

36. The null hypothesis that there is no significant relationship between the types of workers enrollees were and the sex of enrollees was rejected.

37. The null hypothesis that there is no significant relationship between enrollees' status as a family wage earner and the sex of enrollees was rejected.

38. The null hypothesis that there is no significant relationship between enrollees' employment status and the sex of enrollees was rejected.

Of the eighteen null hypotheses tested, that there are no significant relationships between the selected enrollee characteristics and the sex of the enrollee, four were accepted and fourteen rejected at the .05 level. The null hypotheses accepted were numbers 21, 28, 33, and 35. The null hypotheses most significant to this study that were rejected were numbers 22, 25, 26, 29, 30, 34, 36, 37 and 38.

Summary of Findings by Highest Formal Education Completed by Enrollee

The null hypotheses that there are no significant relationships between selected enrollee characteristics and the highest level of formal education completed by enrollee were statistically tested. The chi-square analysis at the

.05 level and the contingency coefficient were used to test each of the following null hypotheses.

39. The null hypothesis that there is no significant relationship between enrollees' age groups and their highest formal education was rejected.

40. The null hypothesis that there is no significant relationship between enrollees' marital status and their highest formal education was rejected.

41. The null hypothesis that there is no significant relationship between enrollees' dependents and their highest formal education was accepted.

42. The null hypothesis that there is no significant relationship between how enrollees were informed about adult education courses and their highest formal education was accepted.

43. The null hypothesis that there is no significant relationship between who encouraged enrollees to enroll and their highest formal education was rejected.

44. The null hypothesis that there is no significant relationship between the number of courses enrollees enrolled in and their highest formal education was rejected.

45. The null hypothesis that there is no significant relationship between enrollees' past experience as participants in adult education and their highest formal education was rejected.

46. The null hypothesis that there is no significant relationship between enrollees' future plans as participants and their highest formal education was barely rejected.

47. The null hypothesis that there is no significant relationship between enrollees previous non-credit training and their highest formal education was rejected.

48. The null hypothesis that there is no significant relationship between the kinds of elementary students enrollees considered themselves to have been and their highest formal education

was accepted.

49. The null hypothesis that there is no significant relationship between the kinds of secondary students enrollees considered themselves to have been and their highest formal education.

50. The null hypothesis that there is no significant relationship between the kinds of adult students enrollees considered themselves to have been and their highest formal education was rejected.

51. The null hypothesis that there is no significant relationship between the kinds of organizations to which enrollees belong and their highest formal education was rejected.

52. The null hypothesis that there is no significant relationship between enrollees' length of residency in Tulsa and their highest formal education was rejected.

53. The null hypothesis that there is no significant relationship between the types of workers enrollees were and their highest formal education was rejected.

54. The null hypothesis that there is no significant relationship between enrollees' status as a family wage earner and their highest formal education was rejected.

55. The null hypothesis that there is no significant relationship between enrollees' employment status and their highest formal education was accepted.

Of the seventeen null hypotheses tested, that there is no significant relationship between the selected enrollee characteristics and their highest formal education, four were accepted and thirteen rejected at the .05 level. The null hypotheses accepted were numbers 41, 42, 48 and 55. The null hypotheses most significant to this study that were rejected are numbers 39, 40, 44, 47, 48, 51 and 54.

General Characteristics of the Enrollees

In general, enrollees in adult education courses conducted by the Tulsa Public Schools were found to be approximately divided between sexes. Participants' ages were found somewhat concentrated in the early thirties. Typically, they were married with from one to three dependents.

It was found that the source of information about the course offering came from the 'Evening School Folder,' a friend, or from an employer. Most enrollees participated in only one course, and relatives were more often given credit as the major source of encouragement to participate. Likewise, most enrollees with initial participation expressed interest in continuing participation. They averaged about one previous non-credit training experience which was divided among on-the-job training, short courses, and/or vocational-technical training.

The modal of formal education consisted of four years of high school or slightly more, and almost all respondents considered themselves to have been a fair or good elementary, secondary, and adult student.

The typical enrollee belonged to an average of only one organization, frequently indicated as religious. Furthermore, the enrollee generally was found to have lived in Tulsa in excess of five years, and was employed full-time either as a wage or salaried worker. As often as not his family income was supplemented by the earnings of other

members of the family.

Characteristics of Those Enrollees Indicating as the Major Purpose for Enrollment: Performance on Present Job

Generally those enrolled who indicated a major purpose of enrollment was to increase performance in their present job were males, age 25-34, married, with about equal numbers having from none to four dependents.

Source of information about the course offering was more often provided by their employers, and if encouraged, their employers were the encouragers for them to enroll. They were enrolled in one course, and for 60 per cent of of the enrollees, this was their first enrollment, but preponderantly they expressed interest in continuing participation in related courses. They averaged having completed one previous non-credit training experience, generally of an on-the-job training type, a vocational or technical course, or having had related training while in military service.

Most enrollees had completed four years of high school with 50 per cent having some college learning experience. They considered themselves as having been good elementary students, while slightly more than 50 per cent considered themselves as having performed as good secondary students. Also, most enrollees considered themselves as having been good adult students.

On the average they belonged to more organizations

than the other three groups. Most of them had lived in Tulsa five or more years, were employed full-time as wage and salary workers, and were usually the only wage earner in the family.

Characteristics of Those Enrollees Indicating as the Major Purpose for Enrollment: Advancement, Better Job, or New Job

Sixty per cent of the enrollees taking courses for advancement, a better job, or new job were women. Enrollees' ages were 25-34, with about an equal chance of having from none to three dependents.

Source of information about the course offering was provided by the 'Evening School Folder.' If encouraged, respondents were encouraged by relatives to enroll. Most of the enrollees were enrolled in only one course. For 70 per cent, this constituted their first enrollment, but they definitely had an interest in continuing in related courses. They averaged one previous non-credit training experience which probably was on-the-job training.

The enrollees had completed four years of high school, while about one in three had college experience. They considered themselves as having been good elementary students. Fifty per cent classified themselves as being good secondary students, and most of them considered themselves as having been good adult students.

They belonged to an average of one organization and lived in Tulsa five or more years. Most of them were em-

ployed full-time as private wage and salary workers, while quite frequently other family members contributed to the family income.

Characteristics of Those Enrollees Indicating as a Major Purpose for Enrollment: Self-Improvement or Personal Use

Sixty per cent of those enrolled for self-improvement or personal use were women. Enrollees' ages were 25-45; they were married, and they were likely to have dependents within a range from none through three.

Source of information about the course offerings was provided by the 'Evening School Folder,' and if the respondents were encouraged, they were encouraged by relatives and friends to enroll. They were usually enrolled in one course, and for 60 per cent it was their first enrollment, but they had interest in continuing participation in related courses. They averaged one previous non-credit training experience in on-the-job training or a short course.

The enrollees had completed four years of high school and about 50 per cent of them had some college experience. Preponderantly, they considered themselves as having been good elementary students, while 50 per cent considered themselves as having been good secondary students. Again, most of them considered themselves as having been good adult students.

On the average, they belonged to one organization,

reported having lived in Tulsa five or more years, and were employed full-time as private wage and salary workers, except for the 30 per cent classified only as unpaid family workers. Their employment status was about equally distributed among the categories of "only wage earner," "assisted by other members of the family," and "did not contribute to the family income."

Characteristics of Those Enrollees Indicating as a Major Purpose for Enrollment: High School Credit

Those enrolled for high school credit were approximately equally divided between men and women, and about 50 per cent were married. Their ages were under 25.

Source of information about the course offerings was through a friend, and if encouraged, relatives often encouraged them to enroll. They were just as likely enrolled in more than one course. Seventy per cent of them had never participated before, but had intentions of continuing participation in related and non-related courses. They averaged one previous non-credit training experience and it was on-the-job training, vocational or technical.

The enrollees had completed from one to three years of high school. They considered themselves as having been good elementary students. Most of them considered themselves as being only fair secondary students. Like the other groups they considered themselves as being good adult students.

On the average, they belonged to fewer organizations, lived in Tulsa five years or more, and were employed full-time as wage and salary workers. About 50 per cent were not contributors to the family income.

Characteristics of Men and Women Enrollees

Women participants in adult education courses were found to be somewhat younger than men. There were twice the number of women without a spouse than was found true for men, and as might be expected, women had fewer dependents.

Apparently, the newspapers and the 'Evening School Folder' provided the source of information about the course offerings for more women than men. Employers were indicated as having provided information for twice the number of men than women. Relatives encouraged more women and employers encouraged more men to enroll.

Women were more likely to enroll in more courses, while men were more likely to have had previous participation in adult education courses. But there were no significant differences between the men and women concerning their future plans as participants. Men had completed more non-credit training experience than women.

Male participants had slightly more formal education than had females. More women considered themselves to have been better elementary and secondary students than did men. Both men and women considered themselves to have been bet-

ter elementary than secondary students. Most of the men and women considered themselves to have been good adult students.

Men belonged to more organizations than did women. There were no significant differences in the length of residency in Tulsa between the men and women. More men than women were classified as wage and salary workers and self-employed. More men were employed full-time while women were employed part-time or unemployed. Significantly more men were discovered to be the only wage earner in their family, while four times more women than men were non-contributors to the family income.

Characteristics of Enrollees by Their Highest Formal Education

Older participants in adult education courses had more formal education than had younger participants. The single, divorced, widowed, and separated enrollees had less formal education than did presently married enrollees. There was found no significant relationship between enrollees' number of dependents and their highest formal education.

There was also no significant relationship in terms of how enrollees were informed about course offerings and their highest formal education. Enrollees with four years of high school education or less were often encouraged to enroll by relatives. Enrollees with some college education

were often encouraged to enroll by friends.

Those enrolled in more than one course often had less than a high school education. Significantly, more of the enrollees with less than a high school education had never participated before. There was hardly any significant relationship between enrollees' future plans as participants in adult education courses and their highest formal education. Enrollees with some college education had completed more short courses while those without any college education had completed more apprenticeship training experiences. There was no significant difference in self-recognition of the kinds of elementary students enrollees were. As the level of formal education increased, enrollees considered themselves to have been better students. Again, there were no significant differences in the kinds of secondary students enrollees considered themselves to have been when considered by the levels of formal education attained.

Enrollees with three years of high school education or less belonged to more labor and religious organizations. As the level of formal education increased, chances increased that they belonged to a professional or fraternal organization. Very little significant relationship existed in the enrollees' length of residency in Tulsa and their highest formal education. As their formal education increased, the number being self-employed increased. Enrollees with a lesser amount of education had a higher per cent being classified as unpaid family workers. As expec-

ted, this group had more classified as non-contributors to the family income. As formal education increased, chances increased that the enrollees were the only family wage earner. No significant relationship existed between enrollees' employment status and their highest formal education.

Recommendations

The researcher presents the following recommendations contingent upon the findings of this investigation and based upon the assumptions that education is a life-long process which should include the total population in public educational institutions.

1. Additional research should be done in this area which will investigate in greater depth and breadth the characteristics of enrollees in adult education courses. Such characteristics as enrollees' income, occupation, and distance to the educational center would be valuable in determining characteristics associated with enrollment in adult educational courses.

It was found that the selected enrollees' characteristics involved in this study were momentously related to adult education. Possession on the part of administrators and teachers of such additional characteristics as enrollees' income and occupation could no doubt enhance adult education program effectiveness through furnishing a more thorough knowledge of participants. Knowledge of the enrollees' commuting distance would also help adult educators in planning and locating adult education centers.

2. Public programs of adult education should develop an enrollment form capable of collecting significant data on factors related to enrollment. These data could be analyzed and studied in determining characteristics of adults participating in various kinds of adult education programs.

It would be very convenient to gather specific characteristics of enrollees at the time of enrollment. The enrollment forms would provide accessible data on all of the enrollees. These data would enable the adult educator in determining the most likely characteristics of the potential population of enrollees in various adult education courses.

3. Public programs of adult education should initiate and conduct a continuous investigation of enrollees in adult education programs. Knowledge derived from a continuous study would enable adult educators to consistently improve existing adult education programs.

Effective adult educational programs must involve a continuous study of its participants. Decisions regarding changes in present adult educational programs or an anticipated expansion ultimately must rely upon scientific investigation for development of optimum adult educational experiences for potential enrollees.

4. Public programs of adult education should utilize the scientifically collected and analyzed data of participants in adult education programs and determine characteristics of non-participants. Knowledge of non-participants' characteristics may enable adult educators to develop educational programs which would be encouraging to this group, thereby expanding adult education to the total adult population.

Salvation of mankind may eventually be based upon adult education. Infinite waste of human resources in an ultramodern complex society may conclusively result in chaos. Adult education can help citizens maximize their contribution to society and to minimize their contribution to its eventual destruction.

5. Public programs of adult education should develop a variable recruiting program that will be directed toward specific clientele without neglecting the total adult population.

This study revealed that enrollees with different reasons for enrolling were informed about the course offerings through different media. The different sex of the enrollees were informed through different media as revealed in this investigation. The enrollees with different reasons for enrolling were encouraged to enroll by various groups of people. Educators responsible for public education failed to encourage adults to enroll in adult education courses.

6. Public programs of adult education should make course content and teaching methods more meaningful to enrollees.

It was found that over 70 per cent of the enrollees have never participated in adult education before in the Tulsa Public Schools. About 90 per cent expressed interest in continuing their adult education.

7. Public programs of adult education should develop sequential course offerings that would provide for entry and/or advancement in specific skills or competencies.

In this study, almost 60 per cent of the enrollees expressed interest in continuing their adult education in related course offerings. About 85 per cent of the enrollees have lived in Tulsa two or more years. Tulsans could profit from a long range educational program because of the need, the interest, and the stability of its population.

8. Public programs of adult education should arrange course offerings at a time convenient to potential enrollees.

Evidence produced by this study revealed that over 70 per cent of the enrollees were employed full-time. Fourteen per cent of the enrollees were not seeking employment. It should be assumed that in most metropolitan areas, a large number of workers often cannot attend adult evening classes because of their job. A large number of those not seeking employment would likely prefer spending evenings at home with their family and consequently, may likely prefer attending class during the day while other members of the family are at work or in school.

9. Public programs of adult education should offer more low-level courses for enrollees with no more than an eighth grade education.

It was discovered in this study that only a very small number of participants involved in this study had an education of less than eighth grade.

10. Public programs of adult education should offer more high-level course offerings for enrollees with some college education.

This study produced evidence that a large number of

the enrollees had some college education.

11. Public programs of adult education should offer more courses for unmarried women.

Data collected in this investigation revealed that almost all of the unmarried participants were women.

12. Public programs of adult education should offer more courses oriented toward older citizens.

Evidence produced in this study revealed that only two participants were 65 years of age or over.

The writer extends the results of this investigation in hope that they might be beneficial to persons who are interested in adult education. Results of this investigation may have implications in other related adult educational programs.

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APPENDIX A

SAMPLE OF THE QUESTIONNAIRE USED AND RESPONSES MADE

Characteristics of Enrollment in Adult Education Courses

This information will be strictly confidential and will be used only to better understand adults who enroll in adult education courses. Your cooperation in answering these questions will be of great assistance. However, participation in this study is entirely voluntary and you are not required to complete this questionnaire.

1. What is the one (major) reason for enrolling in this course?

140 A. Increase performance of present job
242 B. For advancement, better job, or new job
237 C. Self-improvement or personal use
175 D. High school credit

2. What is your sex?

384 A. Male
410 B. Female

3. How were you informed about this course?

137 A. Newspaper
295 B. Evening school folder
215 C. A friend
5 D. Radio
10 E. TV
129 F. Employer
39 G. Other, list_____

4. Who encouraged you the most to enroll in this course?

143 A. Relatives
99 B. Friends
94 C. Employer
24 D. Teacher
9 E. Vocational rehabilitation officer
448 F. Nobody

5. How many adult education courses offered by the Tulsa Public Schools are you enrolled in this fall term?

634 A. 1
128 B. 2
17 C. 3
10 D. 4

6. What is your past experience as a participant in adult educational courses?

449 A. Have never participated before
134 B. Have participated within the past year
101 C. Has been over a year since participating
101 D. Have completed 1 to 4 adult courses
28 E. Have completed 5 or more adult courses

7. What are your future plans in adult educational courses?

480 A. Take additional courses related to this course
235 B. Take additional courses not related to this course
112 C. Take no other courses

8. What non-credit training have you received?

17 A. Manpower training
272 B. On-the-job training
52 C. Apprenticeship training
0 D. Job Corps
124 E. Vocational or technical school
109 F. General adult educational courses
88 G. Short courses
85 H. Training while in military service
28 I. Other, please specify _____

9. What is your highest formal education?

17 A. 8th grade or less
200 B. 1 to 3 years of high school
321 C. 4 years of high school
156 D. 1 to 3 years of college
95 E. 4 years of college or more

10. What kind of student do you consider yourself to have been in elementary school, high school, and adult classes?

Good	Fair	Poor	
450	305	21 A.	In elementary school
328	274	51 B.	In high school
324	244	10 C.	In adult classes and short courses previously attended

12. What is your marital status?

148 A. Single
567 B. Married
54 C. Divorced
17 D. Widowed
2 E. Separated

13. What is your age group?

223 A. Under 25
260 B. 25 to 34
177 C. 35 to 44
125 D. 45 to 64
2 E. 65 or over

14. How many dependents do you have?

304 A. None
149 B. 1
114 C. 2
113 D. 3
69 E. 4
36 F. 5 or more

15. What is your status as a wage earner in your family?

288 A. The only wage earner
274 B. Assisted by the earnings of your wife or (husband)
218 C. Do not contribute to the family income

16. How long have you lived in Tulsa?

57 A. One year or less
64 B. Over one but less than two years
108 C. At least two years but less than five years
532 D. Five years or more

17. Which type of worker are you?

504 A. Private wage and salary worker
78 B. Government wage and salary worker
49 C. Self-employed worker
147 D. Unpaid family worker

18. What is your present employment status?

563	A.	Employed full-time
54	B.	Employed part-time
25	C.	Unemployed (out of job)
34	D.	Unemployed (out of work temporarily)
108	E.	Unemployed (not looking for a job)
2	F.	Retired

APPENDIX B

TO TEACHERS ADMINISTERING THE QUESTIONNAIRES

To Teachers of Adult Education Courses:

We are conducting a study of the socio-economic characteristics of adults enrolled in adult education courses conducted by the Tulsa Public Schools. Your cooperation in administering the questionnaires will be greatly appreciated. It will be very beneficial to this study if each enrollee will volunteer to participate.

Will you please read the following to your enrollees?

The Tulsa Public Schools have developed an outstanding adult educational program to serve the adults of Tulsa. You can help make adult educational programs even better. The voluntary information you provide will help us to better understand adults. Therefore, adult educational programs can be improved.

Your participation is voluntary, but the success of this study will depend upon your cooperation. We will be pleased if each of you would complete a questionnaire. The questionnaire you complete cannot be identified.

After you have completed the questionnaire, it will be sealed in this envelope and returned for tabulation.

VITA

3

Gayle A. Capstick

Candidate for the Degree of

Doctor of Education

Thesis: RELATIONSHIPS BETWEEN SELECTED ENROLLEE CHARACTERISTICS AND FACTORS ASSOCIATED WITH ENROLLMENT IN ADULT EDUCATION COURSES IN TULSA PUBLIC SCHOOLS

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