EDUCATIONAL NEEDS FOR THE EMPLOYEES OF THE OKLAHOMA GAS AND ELECTRIC COMPANY

By

T. L. WOODWARD

Bachelor of Arts
University of Central Oklahoma
Edmond, Oklahoma
1973

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1996

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1999

EDUCATIONAL NEEDS FOR THE EMPLOYEES

OF THE OKLAHOMA GAS AND ELECTRIC

COMPANY

Thesis Approved:

Thesis Adviser

Dean of the Graduate College

ACKNOWLEDGMENTS

This study would not have possible had it not been for the support and guidance of many people. A special thanks goes to Dr. H.C. McClure, thesis advisor and mentor whose inexhaustible kindness and wisdom kept the author on track and schedule. Dr. Steve Marks, chair, Dr. Kenneth Wiggins, Dr. Cecil Dugger, and Dr. Ed Harris also deserve thanks for their kind suggestions and insightful questions.

I am deeply indebted to Mrs. Jane McClure for her friendship and helpful critique. Her invaluable support in numerous rounds of editing exemplifies her willingness to help this author succeed. Thank you also to Mrs. Kay Porter for the final editing and preparation.

Finally, this project could not have been completed without the support of my wife, Lou Ann, and my family. Their tolerance for and understanding of the extra hours away from family activities truly made the whole thing possible.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

Table Page

CHAPTER I

THE RESEARCH PROBLEM

Introduction

The electric utility industry in Oklahoma will see a significant change in the way it does business by the year 2000. Deregulation will create a climate of competitiveness among electric companies throughout the state. The Oklahoma Gas and Electric Company (OG&E) is no exception. Based in Oklahoma City, Oklahoma, OG&E enjoys the luxury of being the only electric provider for approximately 50% of the state of Oklahoma. With the beginning stages of deregulation of the utilities industry scheduled for 1999, OG&E must develop new and innovative ways to maintain the competitive edge.

One popular management innovation used by OG&E executives was the development of a corporate mission statement. Harrington (1995) pointed out that "The mission statement is essential to linking the organization with its vision of the future" (p. 91). One key element in the OG&E's vision of the future was preparing company members for a deregulated competitive work environment.

For company employees to be successful in a deregulated work environment, education will play a key role. The deregulated work environment may increase the need for more and new types of training; Harrington (1995) stated that "The approach for training must change" (p. 276).

Harrington (1995) explained that education and training are divided into three groups: improvement-related training, job-related training, and career growth training. Improvement-related training is used for upgrading an employee's basic skills, such as eliminating illiteracy by teaching employees to read. Job-related training is used to prepare the employee to meet the requirements of a new job or work changes related to the present job. It focuses on unique skills and knowledge required for an employee to perform his or her present job. Career growth training is used by organizations to transform an employee's job into a career. There are two steps in this process. The first step is helping the employees understand that they have a future with the organization. The second step is having the employees commit personal time to prepare themselves for future challenges.

Harrington (1995) stated:

> Within an organization, employee career growth training is a two-way street. The organization needs to commit resources to prepare the employees so they can effectively compete with outside resources when a career opportunity occurs. All organizations should compensate employees for some, if not all, of the educational cost incurred when they take formal classes on their own time that help them prepare for potential job opportunities within the organization. On the other hand, people who want careers within the organization need to be willing to invest their own time preparing themselves to be competitive for a desired career opportunity. (p. 276)

Utility company executives are challenged to find new ways to provide educational opportunities for company members in preparation for the deregulated work environment. OG&E has met this challenge by upgrading its educational assistance program in an attempt to meet the educational needs of company members. At this time, there are very few company members taking advantage of this program.

Statement of the Problem

The Oklahoma Gas and Electric Company has provided an educational assistance program for company members who want to continue their educational endeavors. In considering the educational needs of company members, is there a need to develop a company sponsored adult educational program allowing company members to meet their educational needs?

Purpose of the Study

One purpose of this study was to identify adult educational needs and concerns of OG&E employees. A second purpose was to determine the interest level of company members toward an adult education program tailored to meet their educational needs.

Research Questions

The research questions for this study were:

1. Is there an interest among company members to continue their education?
2. What are the reasons company members give for not starting or continuing adult education?
3. Can those reasons be addressed, resolved, or eliminated, allowing the opportunity for company members to meet their educational needs?
4. What adult education course(s) will best meet company members' needs?
5. Will company members utilize an adult education program specially tailored to meet their educational needs?

Significance of the Study

As Zand (1969) stated, "We are becoming a knowledge society, and business enterprises are becoming knowledge processing organizations" (p. 3). The Oklahoma Gas and Electric Company is not an exception. OG&E does understand the importance of education and provides an educational assistance program that sets the standard in the utility industry. OG&E has looked for new and innovative ways to encourage company members to continue self improvement.

Determining the effectiveness of OG&E's adult education assistance program will be of significance for OG&E, employees of OG&E, and the field of education.

Assumptions of this Study

The assumptions of this study were:

1. That data collected from the sample is a generalization of the population; therefore, it is an inference of all employees of OG&E with 83.2% certainty.
2. That management support will continue throughout the study.
3. That the educational data received from the Department of Human Resources was accurate.

Limitations of the Study

The limitations of this study were:

1. The study was limited to only those OG&E members within a 50-mile radius of Oklahoma City, Oklahoma.

2. The response rate was limited by the company's refusal to allow OG&E letterhead on correspondence mailed to company members.
3. The response rate was limited by the researcher's not being allowed to advertise the study or survey.
4. Management support from Training and Development was limited.
5. The return envelopes were not coded to identify which geographical areas responded to the survey.

CHAPTER II

REVIEW OF LITERATURE

Introduction

There is perhaps a point in life when a person decides he or she has had all the formal education needed or wanted. This is understandable but not necessarily practical. The learning process is never-ending for work or life in general. So from the time a person has decided his or her education is sufficient for career growth, others who continue to take advantage of educational opportunities may bypass him or her. Consequently, individuals should continually search for and take advantage of training opportunities that will enhance their career needs.

Further training can be useful in two ways. First, it can increase knowledge of and potential in the current job and provide the necessary credentials for advancement. From a different perspective, continuing education can be used to give the flexibility needed to change careers.

Many people shun the notion of continuing education, assuming that it means long nights of schooling over a period of years to obtain one or more degrees. Yet some of the most valuable training offered is not lengthy or time- consuming. Taking advantage of short courses in a particular subject within a career field has value beyond investment in

time. Not to be overlooked are the on-the-job training opportunities which many employees tend to avoid. In short, increasing one's knowledge base does not have to be either lengthy or expensive (Fuller, 1996).

Knowledge Worker

Beginning in the 1980s, a new society shift began to develop in the business world. This shift was by far greater than changes in government or economics. Drucker (1992) named the new society shift the "Knowledge Society" (p.5). The knowledge society is a subculture of workers with college credentials within large organizations that contribute to that organization using their knowledge and information. The shift to knowledge and education as the passport to good jobs and career opportunities means a shift from a society in which business was the main advancement to a society where business is only one of the available opportunities and no longer a distinct one (Drucker, 1989). In this sense, the path into the knowledge society with the good jobs and career opportunities is education.

For many years the business world was the main avenue for people without college credentials to advance into the middle class society. Whether a person decided to become a sales clerk or a factory worker, business provided the opportunities for a middle class living. An uneducated worker could start working for a large business and expect to reach retirement age within the same organization, never considering other employment options. Looking at the foreseeable future, large organizations will remain the largest employer of the uneducated. These organizational jobs do not represent the opportunities of years ago; they have become dead end jobs.

Drucker (1993) contends the leading social group of the knowledge society will be the "knowledge worker" (p. 8). The knowledge worker is an individual who has a college degree and brings his or her college credentials into the organization or a current worker who has received a college degree while employed. The knowledge worker has created a paradigm change where business is not the only advancement into the middle class society. Business represents only one viable avenue. Drucker states this shift has changed the business world from a "business society to a post-business society" (p. 8). The post-business society is the logical result of an evolution where workers move from working by the sweat of their brow and by muscle to knowledge work. This development represents a break from the past. Until recently there have been few jobs requiring knowledge. Knowledge was ornament rather than necessity. Still, for people without college credentials, business employment as a worker or a clerk is the best available job opportunity (Drucker, 1989).

A knowledge worker puts himself or herself in the position to choose a path into society. This has created a shift in the center of gravity in society with new values and expectations. Knowledge workers may not be committed to any one employer or any particular kind of business organization. It is immaterial to a knowledge worker whether he or she works for a department store, university, hospital, a government agency, or even a stock broker. What matters, other than pay, is the availability of the best equipment and the challenge of job assignments (Drucker, 1989).

Knowledge workers are not anti-business. They may even enjoy the business environment, study management, and cherish the intellectual challenges that business offers. Knowledge workers must understand and accept the fact that their specialty must

be adjusted to the organization's mission, needs, and requirements. Knowledge workers will not prosper within an organization unless they adjust their specialty to the organization and take it seriously.

Within the value system of a knowledge worker, business values are subordinate and may become obstacles to performance (Drucker, 1989). Even if the knowledge workers are not the majority in an organization, they are expected to continually set the norms and standards. Anything less is unacceptable. One of the main challenges for any business organization is maintaining the commitment to economic performance and the need to remain competitive. Drucker (1989) asked the question, "How will business balance the knowledge worker's professional values with their need for traditional business values such as productivity and profitability?" (p.186).

Education and the Organization

The purpose of education is to prepare students for life, a large portion of which is work. Yet today there is a profound mismatch between what the workplace needs and what the schools are providing (Naisbitt & Aburdine, 1985). So wide is the gap that organizations are compelled to enter the education arena in a big way. Naisbitt and Aburdine (1985) clarify this point by stating, "The new corporation role as educator-activist illustrates the ever deepening connection between education and the corporation" (p. 145).

The recognition of employees as a company's critical resource and its greatest storehouse of knowledge are creating a boom in organizational training and education. Organizations are willing to invest in people and their skills by upgrading their

company's educational assistance program to the degree that they have invested in equipment.

It is evident that knowledge is rapidly becoming the organization's primary instrument of progress and competition (Zand, 1981). Existing knowledge defines productivity and competitive skill in the present; new knowledge determines productivity and competitive skill in the future.

Since new knowledge could determine competitiveness in the future, the Oklahoma Gas and Electric Company must meet the challenge of providing the opportunity to gain new knowledge to be competitive in a deregulated market. The deregulated market will change the way OG&E does business. A more knowledgeable work force will be a key ingredient in giving OG&E the competitive edge in a deregulated market. OG&E has taken an extraordinary step within the industry by offering and upgrading the educational assistance program for its employees. OG&E has a history of taking extraordinary steps within the industry to introduce new and innovative methods of doing business.

OG&E and the Educational Assistance Program

OG&E's history officially began in Oklahoma City in February 1902. But the history of electricity in Oklahoma City goes back even farther. In fact it goes back to the year of the famous land run of 1889 (Oklahoma Gas and Electric Company, 1983).

That same year, two companies were formed by one group of men to furnish electricity to a flourishing Oklahoma City, which at the time had less than 4,200 population. One company, the Oklahoma Ditch and Water Power Company (OD&WP),

was supposed to produce electricity, and the other company, Oklahoma City Light and Power (OCL&P), was set up to distribute the electricity (Oklahoma Gas and Electric Company, 1983).

Electric service from OCL&P was poor and overly expensive. The generators, all 250 horsepower, were insufficient to carry the load and outages were frequent. The lack of revenue made it impossible to fill applications for new business.

The years 1896 to 1902 were not much better. During the first part of this period the business was hard to secure, but in the later years conditions were reversed and the company was able to finance the necessary plant expansion to serve new customers. By 1902, Oklahoma City had really begun to grow with a listed population of 10,037. The entire customer load in 1902 could be broken down thusly: 89 street arc lamps, 120 commercial arc lamps, 7000 incandescent lamps in homes, and 200 horsepower of electric motors. Business accounts were metered, but residences were on a monthly flat rate (Oklahoma Gas and Electric Company, 1983).

During the early development of OG&E, the issue and value of education was beginning to surface. There were only minimal educational requirements for employment. The new employee must be able to read and write regardless of formal education completed. These communication skills were necessary because of the ever-present danger and threat while working with the generation and distribution of electricity. At this time, experience was more important for advancement than was formal education. The knowledge gained from experience was a useful tool in the supervision and training of employees (interview with Bob Bounce, Vice President, February 15, 1999).

The year 1910 was important because this was when OG&E began expanding outside of Oklahoma City. That year the El Reno Gas and Electric Company, located in El Reno, Oklahoma, was purchased and later became a district headquarters town. In 1911, OG&E built an electric distribution system in Britton and began serving customers there (Oklahoma Gas and Electric, 1983).

No further acquisitions were made until 1917 when the distribution system in Norman, Oklahoma, was purchased and transmissions lines were constructed between Norman and Oklahoma City and El Reno to Oklahoma City. These were the first in OG&E's present vast network of interconnected transmission lines. Also in 1917, the Enid Electric and Gas Company, located in Enid, Oklahoma, was acquired and was the key city in the expansion of the company's service territory in northern Oklahoma. From 1917 to 1927 there were continued expansion of facilities and more electric systems were purchased in several eastern, southern, and northern Oklahoma towns. Included were Muskogee, Shawnee, Ardmore, Ada, Durant, Sapulpa, Holdenville, and Seminole.

In 1926, OG&E acquired the Chandler Electric Company and the United Power Company. The Chandler Company consisted of electric distribution systems in Chandler, Oklahoma, and four smaller towns, and the United Service Company had properties in 10 communities in northern Oklahoma. Transmission lines from Enid connected the newly acquired towns and systems (Oklahoma Gas and Electric Company, 1983). Also in 1926, the company acquired the Guthrie, Oklahoma, area plus distribution systems in four other towns from the Public Service Company, Tulsa, Oklahoma (Oklahoma Gas and Electric Company, 1983).

In 1928, the company expanded into Arkansas through a purchase from the Mississippi Valley Power Company. Included in the acquisition were distribution systems in Fort Smith, Van Buren, and several smaller towns (Oklahoma Gas and Electric Company, 1983).

Towards the end of 1928, OG&E had extended electric service to the rural territory near towns it served. As early as 1925, OG&E had built experimental lines for farm service and, at the time, it was policy to extend service to rural areas as rapidly and economically as possible. This policy became known as the rural electrification. The company cooperated with the federal government's program for total rural electrification. In fact, the first Rural Electric Authority cooperative in Oklahoma was served wholesale by OG&E, and the company presently provides wholesale electric service to several cooperatives in Oklahoma and western Arkansas (Oklahoma Gas and Electric Company, 1983).

By 1930, with the completion of many construction projects and major consolidations, OG&E became a well-rounded operating electric utility. The company had built or acquired over 5,000 miles of transmission and distribution lines and was providing retail service to 192 cities and towns and wholesale service to 42 communities or customers (Oklahoma Gas and Electric Company, 1983).

During the 20 years of expansion and acquisition mentioned above, two important educational issues became apparent. First, with the acquisition of previously established electric utility companies, came the question of reading and writing. A large number of these employees could not read or write and, not having the manpower to replace them,

OG&E developed in-service classes to teach them (interview with Bob Bounce, February 15, 1999).

Second, with the expansion into new service areas and the need to interconnect existing transmission and distribution lines, skills and education in the field of electrical and constructional engineering were sought. During the early expansion, a college degree in this field of engineering was required. As OG&E continued to expand through the 1920s, the demand for engineers outgrew the supply. The requirements for employment were reduced to a minimum of two years of college and two years of experience in the field (interview with Bob Bounce, February 15, 1999).

In 1929, when the nation was stunned by the Great Depression, a large number of engineering firms were forced to lay off employees or close, thus flooding the market with engineers. OG&E employed a large number of these engineers, reestablishing the college degree requirement which is still in effect today (interview with Bob Bounce, February 15, 1999).

After the Depression, the next major acquisition was in 1936 when Western Light and Power Company in northwestern Oklahoma was bought. This purchase included electric systems in Woodward and Wakita, plus some smaller towns. Woodward is one of western Oklahoma's larger towns and was an important addition to OG&E's service system (Oklahoma Gas and Electric Company, 1983).

The company had just about recovered from the Depression when World War II began. As was the case with everyone, OG&E had to make tremendous adjustments to the wartime economy. Many people enlisted or were drafted into military service, necessitating extensive personnel changes throughout the company. Because of the

limited material and personnel, the next three years saw very little in the way of new construction. With 1945 came the end of the war and the beginning of another growth period (Oklahoma Gas and Electric Company, 1983).

With the onset of World War II and the military's need for engineers, OG&E was left with only a few engineers to maintain the system. At the end of the war, only a few engineers and former employees were able to return to OG&E, and the company was faced with the task of rebuilding its work force and engineering base for the construction of new generating plants (interview with Bob Bounce, February 15, 1999).

As OG&E was rebuilding its work force in the latter half of 1940, the need for formal education appeared. As new and improved technologies were being introduced in all areas of the company, the prerequisite of just knowing how to read and write was replaced with the minimum of a high school education. Individuals with some college hours or a degree other than engineering were placed higher on the waiting list and were hired before those who had earned just a high school diploma (interview with Bob Bounce, February 15, 1999).

In the building of a more advanced and technical power plant, a new specialized engineering skill was needed. This skill was identified as chemical engineering. The war had produced a large number of people with experience in this field but without formal education. However, OG&E still required a college degree for this and any other engineering field for employment (interview with Bob Bounce, February 15, 1999).

In the late 1940s and early 1950s career advancement was, for the most part, limited to those with engineering and business degrees. By 1955, the majority of company executives were those who had engineering or business degrees and background. In view

of the rapid advancement of these individuals into the leadership positions of the company, a large number of employees displayed an interest in attending college, studying the field of engineering or any business related field, hoping to enhance their careers. There were a large number of employees, veterans of the war, who could attend college using federal funding known as the GI Bill, while others were not eligible for this funding. A new educational assistance program needed to be implemented to assist those not eligible for the GI Bill to defray the cost of college (interview with Bob Bounce, February 15, 1999).

Because of the enormous cost of attending college and the need for electrical, construction, and chemical engineers, OG&E implemented an educational assistance program on June 1, 1949 (see Appendix A). This new innovative idea of offering an educational assistance program made OG&E an early day leader in the industry. The first policy was limited in that an employee had to select instruction or training related to his or her career field. Supervisor approval was required as a control measure to ensure the instruction or training was related to job assignment. After completion of instruction or training, the company member, in writing, notified the Department of Personnel Administration of the completion date and submitted a prepaid receipt. The reimbursement was 50% of tuition only (Oklahoma Gas and Electric Company, 1949).

For the next 30 years, the focus of OG&E was the upgrading of old generating power plants and the building of new ones to meet the growing customer and demand base. Also during this time, new technologies and equipment were being introduced in the customer accounting areas. With the introduction of computers and more technical communication equipment in the office and service vehicles, the need for additional training and education arose (Bounce, 1999).

In March 1979, the educational program saw its first major change. The reimbursement was paid in increments according to the grade earned in a course. In earning an A or B grade, the member received 100% reimbursement, while a C grade was reimbursed for 75% of tuition. Also, the reimbursement for each company member was limited to $1,000 per calendar year. Even with the new changes, a company member could enroll only in approved courses that were suited to the development and expansion of the individual's skill and knowledge in the performance of company business. The pursuit of a hobby or a subject unrelated to the member's or company's progress was not eligible for reimbursement (Oklahoma Gas and Electric Company, 1979).

The 1980s were notable because of the numerous electric rate increases and the continued improvement with computers and communication equipment. Because of these changes, additional training and education was needed. So in February 1981, the reimbursement time period was changed from a calendar year to any 12-month period. Another change in policy occurred in August 1982 when the maximum reimbursement was increased from $1,000 to $1,200 for any 12-month period. The amount of reimbursement was again changed in January 1985 from $1,200 to $1,500 in any 12-month period. The final change in the 1980s came in November 1988 when the maximum reimbursement was increased from $1,500 to $2,000 in any 12-month period. A company member was still limited to those courses that were suited to the development and expansion of the individual's skills and knowledge in the performance of company business (Oklahoma Gas and Electric Company, 1981, 1982, 1985, 1988).

Several important challenges faced OG&E during the 1990s: the environment, economic development, and profitability. OG&E faced these challenges, setting the stage

for the turn of the century. The 21st century must be met with an aggressive proactive approach.

The Clean Air Act of 1990 passed by Congress limits the amount of sulfur dioxide and nitrogen oxides that may be released into the air. Utility companies were allowed to choose their own methods to meet the requirements of this legislation by 1995. Since the burning of low sulfur coal was an option, the demand for and the cost of this type of coal was expected to increase. Since the beginning, OG&E has used primarily low sulfur coal and did not have an increase in fuel cost because of a long-term contract from the supplier. There was a $9 million cost to install continuous emission monitoring equipment in all power plants. OG&E did not pass the cost on to the retail customer (Oklahoma Gas and Electric Company, 1990).

Economic development means not only attracting new businesses to the service area but also helping those already here to prosper. When Fortune magazine ranked Oklahoma City in the top ten places in America to own a business, OG&E was given recognition from a respected outsider for its low cost and reliable electric service. Still today, OG&E funds a matching grant program to assist communities in recruiting new business or expanding existing industries. The grant program has helped 16 communities create 300 new jobs and save 227 existing jobs (Oklahoma Gas and Electric company, 1993).

Profitability in the 1990s has become a major challenge for OG&E. With the mandatory rate reduction order by the Oklahoma Corporation Commission and the deregulation or wholesale wheeling of electricity enacted by the National Energy Policy

Act of 1992 (Energy Act), OG&E had to take a look at the way it does business to earn a profit.

In October 1992, The Energy Act was enacted to allow the deregulation of the utility industry. To the Electric Industry this means retail wheeling of electricity. Retail wheeling is the term used to describe the transportation of electricity over another company's electric lines to the retail customer. Retail wheeling has also been described as the competitive selling of electricity to industrial, commercial, and eventually residential customers. It will allow customers to choose their electric utility company. The assumption is that customers can choose an electric supplier with a lower rate then what they are now paying (Oklahoma Gas and Electric Company, 1995).

In February 1994, The Oklahoma Corporation Commission issued an order requiring OG&E to reduce rates to all Oklahoma retail customers by $41.3 million over a three-year period. Beginning in October 1994, a $14 million rate reduction was imposed, followed by $14 million reductions in 1995 and 1996. To have less impact, each reduction was implemented during the off-peak winter rate (Oklahoma Gas and Electric Company, 1994).

As the new millennium and the realities of deregulation approached, OG&E made substantial changes to the educational assistance program during the 1990s. The significant changes to the educational assistance program began August 15, 1990. From this date, OG&E would provide an interest-free loan to purchase personal computers for use at home. In November 1992 the maximum tuition reimbursement was increased from $2,000 to $2,500 in any 12-month period. Another significant change came in August 1993 when a company member, upon approval from the Career Planning and

Development supervisor, could enroll in any specific or individual courses or degree formats of the member's choosing. This meant a company member was not limited to taking business-related courses or subjects. Another change in the policy was the reimbursement of tuition along with fees included in enrollment (Oklahoma Gas and Electric Company, 1993).

In February 1996 the educational assistance program was revised with enhanced opportunities to develop new skills and encourage company members to take advantage of the educational program. The enhancements included: (1) payment of tuition and fees directly to the educational institution at the beginning of the course rather than reimbursement to the employee after the course was completed; (2) a temporary policy of reimbursing company members 100% for successfully completing a personal computer class at a vocational technical school even though no letter grade was received; (3) reimbursement of 100% of tuition and fees for a letter grade of A, B, or C in the course taken (Oklahoma Gas and Electric Company, 1996). Because of the above changes in the educational program, there was approximately a 3% increase in the number of company members applying for educational assistance in 1996.

The latest revision to the educational program was implemented in June 1997. Effective June 1, 1997, the company increased the maximum amount for tuition and fees from $2,500 to $5,000 in any 12-month period and will reimburse 75% of the cost of books (Oklahoma Gas and Electric Company, 1997). As of September 1997, 352 (12.6%) company members have requested educational assistance.

By the year 2000, retail wheeling and deregulation will be a way of life for the electric industry. OG&E will be placed into a more competitive arena to earn a profit. In

1994, OG&E reorganized to streamline the organizational structure, products, and services to prepare for the deregulated market. The final step in preparation will be the encouragement of formal education and training which the company sponsors and the motivation of all company members to prepare themselves for a deregulated work environment. The educational assistance program and its changes during the 1990s make OG&E one of Oklahoma's leading educational activists.

Educational Assistance Programs

To provide a better understanding in the evaluation of OG&E's educational assistance program, a review of the educational programs from several electrical utility companies nationwide was conducted. As with OG&E, companies in the electric utility industry offer an educational assistance program as part of the employee benefit package. The review of these educational assistance programs will be explained in the areas of eligibility, accepted course work, accepted institutions, reimbursement, and membership attendance.

Eligibility

The norm for eligibility for educational assistance among all companies is program availability for all regular full-time employees. There are two notable exceptions: (1) Public Service Company of Oklahoma offers the program to employees on long-term disability (Central and South West Service, Inc., 1997), and (2) Public Service Company of New Mexico and Alabama Power and Light provide assistance to regular part-time employees (Southern Company, 1998; Public Service Company of New Mexico, 1997).

The length of service for eligibility ranges from no service time, through a probation period of 90 days to 6 months, to a minimum of 1 year service time.

Accepted Course Work

The standard for enrollment into any class or training was that the class must be job-related, provide enhancement for career path advancement, or be taken for the good of the company. This includes all college classes, correspondence courses, course work for a degree, and vocational technical training. Any college class, correspondence course, degree program, or technical training must be approved before enrollment. In all companies, the approval process begins with the immediate supervisor, through the department manager, with final approval made by the Human Resource Department. Any class taken that is not job related will not be reimbursed. The only exception to this rule is if the company requests or sponsors a class that the employee must attend.

Accepted Institutions

In all companies, any college class or degree program must be taken at an institution that has been nationally accredited by one of the six accrediting institutions (that is, North Central, Southern, Western, Northwest, New England, or Middle States Association of Schools and Colleges). Correspondence courses and vocational technical training must be taken from a nationally accredited school.

Reimbursement

Reimbursement varies with each company. Beginning with Public Service Company of Colorado, the company will reimburse 100% of the registration and fees for courses taken by employees at the request of the company. For those employees authorized to pursue an undergraduate or graduate degree, the company will reimburse 75% of tuition and required fees, a maximum of $175 per credit hour exclusive of fees, for all required courses and electives leading to the degree. The company will reimburse 75% of the registration cost for correspondence courses, seminars, certificate programs and college credit courses that do not lead to a college degree. The company will not reimburse for degree programs for Law School or Medical School. The company will not reimburse the employee for the cost of books, tools, supplies or equipment required for any course. The employee must initially pay the tuition and required fees of any course. For reimbursement, the employee must provide evidence of satisfactory completion of the course (Public Service Company of Colorado, 1996).

Public Service Company of New Mexico provides 100% tuition for regular full-time employees and 50% tuition for part-time or job-sharing employees. For degree programs, the company will reimburse tuition not to exceed $4,000 per calendar year. For nondegree classes the company will reimburse tuition not to exceed $300 per calendar year. The assistance program provides reimbursement of tuition fees and first-time registration fees only. All other fees or expenses incurred are not reimbursable and are the personal financial responsibility of the employee. This includes but is not limited to the following: books, lodging, transportation, parking, postage, typing fees, lab fees,

graduation fees, supplies, equipment or hardware prices, and any other incidental expenses. The company will reimburse employees with evidence of satisfactory completion for the courses taken. Where letter grades are given, courses with grades of C or above for undergraduate work and B or above for graduate work will be eligible for reimbursement (Public Service Company of New Mexico, 1997).

Public Service Company of Oklahoma will reimburse 100% of tuition, books, and related fees up to $2,500 and 50% of such cost from $2,501 up to $5,000 per calendar year, with a maximum annual reimbursement of $3,750. Upon satisfactory completion (grade C or above, or its equivalent) of the course or courses, employees will submit receipts for expenses, along with a report card, for reimbursement (Central and South West Service, Inc., 1997).

Arkansas and Louisiana Power and Light Companies reimburse tuition and course fees by the grade earned in the course(s): A-100%, B-90%, C-80%, and D, F, or Withdraw-0%, with a maximum reimbursement of $5,000 per calendar year. Reimbursement for books is limited to $20 per credit hour. Noncredit courses, doctorate programs, conferences, seminars, or workshops will not be reimbursed (Entergy Corporation, 1998).

Kansas City Power and Light will reimburse tuition and class-specific fees. Reimbursement is based on the grade earned in the course(s): 100% of tuition cost with a grade of A, 85% of tuition cost with a grade of B, 70% tuition cost with a grade of C, and 70% of tuition cost where no grade is given (that is, Pass/Fail). Class-specific fees are reimbursed with a C grade or above, or its equivalent. There is unlimited annual

reimbursement. Books, activity fees, and other institutional fees will not be reimbursed (Kansas City Power and Light, (1998).

Alabama Power and Light provides reimbursement for all tuition and fees. Tuition and fees are reimbursed at 100% for grades C or above and a passing grade on pass/fail courses. The maximum annual reimbursement is $2,000 in any calendar year. Regular part-time employees will receive half the reimbursement of full-time employees. The cost of books will not be reimbursed (Southern Company, 1998).

Texas Utilities Company Systems will reimburse 75% of tuition and textbooks only. To receive reimbursement, the employee must complete the course(s) with a grade of C or above or a satisfactory completion for course(s) not given a letter grade. School fees will not be reimbursed. There is unlimited annual reimbursement (Texas Utilities Company Systems, 1998).

Kansas Gas and Electric will reimburse 75% of tuition, fees, and any applicable registration fees for a C grade or above. The maximum reimbursement is limited to $1000 per calendar year. The plan will not provide reimbursement for textbooks and other items purchased for any course (Western Resources, 1987).

Membership Attendance

The initiative for starting or continuing education is on an individual basis as reported by the majority of the companies. All companies reported between 3% to 7% of eligible employees currently enrolled at any given time.

Employee Motivation

In order to understand what is meant by motivation, we can watch people as they go about everyday activities. We can also note that human behavior is constantly changing (Green, 1995). People frequently stop doing what they are doing and move on to something else, so that new actions are regularly initiated. Next, we observe that behavior varies in its intensity. Sometimes people work vigorously at whatever they are doing, and at other times they perform in a slower, more relaxed manner. Finally, we see that people show great persistence in some of the things they do, whereas in other areas they are less likely to show such tenacity and may be likely to give up when the going becomes difficult. These are simple and common aspects of human life, and they exemplify the basic dimensions of what we describe when the word motivation is used; namely, the initiation, intensity, and persistence of behavior (Green, 1995).

Obviously, motivated behavior must begin with some situation or condition that requires the person to react. The term reaction is being used in context in this literature as setting or adapting a goal. Defined simply, a goal is what an individual is consciously and intentionally trying to do. Goals are aims or outcomes that an individual would like to achieve. Goals define for the individual an acceptable level of performance or direction of action (Hoy & Miskel, 1996).

Green (1995) provides two reasons an individual will set goals. One is some need that a person experiences and that animates action consistent with that need. The other reason for setting a goal is some demand on the person that arises in the environment and interacts with one or more needs to motivate action. These terms, *need* and *demand*, still

evoke a sense of the forces that a person experiences in most situations: need from the inside and pressure from the outside (Green, 1995).

The next process is the attainment of a goal that involves commitment to a course of action, or an intention, which gives the person a reasonable chance of reaching a goal. Certain variables go into this decision. One is the likelihood that a given course of action in fact leads to the goal. Another is the person's belief about how capable he or she is of carrying out the course of action. Still other variables are the complexity of the problems that the person faces and any barriers to activity that the environment may present (Green, 1995).

After the goal has been selected and an intention for attaining it has been chosen, the person must devise and enact a strategy (Green, 1995). This strategy is a plan for the initiation of the required behavior. If a goal is moderately difficult to attain, the person will be forced to expend some effort in the process. In addition, he or she will have to assess the situation periodically to see how much progress has been made towards the goal. If the person thinks that progress is too slow, the amount of effort expended may be increased. It is in this expenditure of effort that the intensity of the behavior is seen. Of course, it is possible that at some point the person may decide that no further effort is worth the trouble and give up pursuing the goal. However, if the person thinks that more effort is worthwhile, he or she will persist.

Starting or continuing education will require goal setting by the individual. Keeping initiation, intensity, and persistence in mind, there must be, as Green (1995) described it, a need or demand. Within an organization or the individual, if there is absence of inside stimuli (need) or outside stimuli (demand), the goal setting process will

not or cannot begin. Then who has the responsibility for providing stimuli, the organization or the individual?

Covey (1989) puts the responsibility on the individual in the mental dimension of "sharpen the saw" (p. 288). Covey contends that most intellectual development and study discipline comes through formal education and, as soon as formal education is finished, we have a tendency to let our minds waste away. There is an absence of serious reading, exploration of new subjects in depth outside our career fields, thinking analytically, and writing critically or in a way that tests our ability to express ourselves in clear and concise language. Starting or continuing education and continually honing and expanding the mind are vital to "sharpen the saw," and this is a personal responsibility.

Organizations, for the most part, do not or will not force an employee to start or continue formal organization. The organization does preserve the right to request certain educational levels for specific jobs. Again, it is the responsibility of the individuals, not the organization, to prepare themselves educationally for the positions by initiating the goal setting process. The intensity and persistence of goal accomplishment is the individual's responsibility.

Managerial Support for Education

Knowledge workers are fast becoming the mainstays within the business culture. The knowledge worker brings education, skills, and training into the organization. As clearly stated by Zand (1981), "Management has been affected by one development in our culture that stands out above all others: We are becoming a knowledge society, and business enterprises are becoming knowledge processing organizations" (p. 3).

There are three characteristics of a knowledge organization. The first characteristic is the increased ratio of knowledge workers to production workers. The second characteristic is the change in the relationship between the two groups. Whereas, in the past, the production workers supported the knowledge workers, this is reversed in a knowledge organization when the production workers become dependent on the output of the knowledge workers. The final characteristic is understanding that knowledge becomes the leading edge of the competitive effort. How knowledge is applied to products and markets determines the long term expansion or contraction of the firm's production work force (Zand, 1981).

Less evident, but equally important in a knowledge organization, is an awareness by management that their organizations are under unrelenting pressure to acquire and use knowledge. Management has learned that it is increasingly difficult to base survival and growth primarily on ownership of scarce materials, on ownership of patents, or on temporary superiority in the market. OG&E has addressed this issue in the 1996 and 1997 revisions to the education assistance program; however, in spite of these changes, a relatively small percentage of company members have enrolled in classes or training or are requesting educational assistance.

Top management must be the key in starting the improvement process, but middle managers are the ones who keep the improvement process going. This puts the middle manager in the role of running the organization and ensuring that the organization continues to improve. The importance of the middle manager cannot be overemphasized. Middle managers should possess the education and the skills to shape the management

style of the future leaders within the organization. Middle managers make the difference between excellence and mediocrity (Harrington, 1995).

Managers must change before they can expect employees to change. If management keeps doing the same old thing, the same old way, the same old result will occur. Continued education and career growth must start at the top of the management ladder and flow down layer by layer, washing away the undesirable traits, skills, and behaviors before it moves to the next level. Harrington (1995) states this is the "waterfall effect" (p. 222) within an organization. Only after management recognizes the need within the organization for educational growth can it expect company members to take advantage of educational opportunities. Company members should not be expected to take the first step. Management must lead the way.

Management support for education must be developed at all levels of the organization. Widespread support is insurance against unpredictable decisions to end the education efforts within the company. Knowing which managers or departments represent support and which are resistant can help in the decision making when considering continued education. With these insights, company members can consider the needs of those who support and develop strategies about how to influence resisters (Warshauer, 1988).

Tolerance is not the same as support. Managers who give lip service to education but are not willing to truly support their employees' attempts to learn new skills are not real supporters. True supporters will already have their degrees or continue their own education and urge others to start, continue, or finish theirs. If managers are asked only to support a program, they can easily agree to an ambiguous, nonbinding statement.

Therefore, it is often advisable to ask supervisors and managers to assume specific responsibilities rather than just ask for their tolerant blessing (Warshauer, 1988).

It must be remembered that education is the maintenance program for a knowledge organization. According to Harrington (1995) company members need to allocate 10% of their nonworking time toward educational growth. Two percent of this time should be used in refining social skills, and the other 8% should be devoted to the formal education or technical skills related to job assignments. This means a company member needs to spend 8 to 10 weeks a year in training to stay at peak effectiveness and for continued educational growth.

School Extension Program

Flexibility and convenience are what community colleges and universities have to offer when providing an off-campus extension program. By developing a partnership with local businesses, industries, or corporations, community colleges and universities have the opportunity to bring basic core or specialized training classes into the workplace. The educational classes can be tailored to meet the individual training needs of the organization or the individual training needs of the company members. Cetron (1985) explains that an off-campus extension program provides more resources in teaching adults within the workplace. One example could be a guest speaker from within the organization to supplement classroom instruction. An extension program could also provide job training or educational classes based on the available jobs within the organization.

Flexibility is a key ingredient for an off-campus extension school program. Flexibility can provide staggered classes so employees can earn college credit during

nonworking hours, before work, during the lunch hour, or after work. Higher division, junior, senior, or graduate classes can be offered in the workplace, eliminating the need to attend on-campus classes. Organizations can take advantage of flexibility by mixing specialized training and educational courses to assist company members with their career growth within the organization.

The convenience and availability of an extension school program in the work place will benefit both the organization and company members. The organization could have more influence in course selection and curriculum development. The organization would be in a better position to monitor program participation and enrollment. Finally, the organization could tailor the extension program to provide the opportunity for company members to meet their educational needs. Company members would have the opportunity to recommend classes they need for their personal career development. Company members would have the convenience of being within close proximity to the classroom.

It will be critical for the company's educational coordinator to stay in touch with both the organizational mission and the goals of senior managers when developing an educational program. In order to determine how the program can help the organization to achieve its goals, the coordinator needs to be clear about what those goals are.

Educational programs, by their nature, promote change. The coordinator needs to promote change in directions that support the missions, goals, and objectives of the organization. Understanding the values and goals of an organization will allow the integration of an adult education program.

Summary

Chapter II reviewed the literature dealing with the need for organizations to take more responsibility in the continuation of company members' learning opportunities. As more and more knowledge workers look at business as an option for employment, organizations must look at and provide educational opportunities for its existing work force. By supporting educational opportunities, businesses will become knowledge organizations and attract knowledge workers. An extension school program in the workplace is one incentive to encourage company members to continue their formal adult learning. Many organizations have realized that company members are the most valuable assets they have. By providing educational opportunities for company members, organizations can increase the willingness of members to take responsibility by setting goals to continue their own education.

Noted authors in organizational management agree that education will play a key role in the organization's ability to compete in the marketplace of tomorrow. Those organizations that recognize this key ingredient will have a competitive edge over their competitors now and in the future.

OG&E has a history of aggressiveness. For the first 35 years, OG&E grew from a few commercial arc lamps and incandescent lamps to a well-rounded electric utility company. Through the Great Depression and World War II, OG&E was able to maintain its reliable service and product. OG&E weathered the oil embargo of the 1970s and rate increases during the 1980s to become more competitive for the 1990s. OG&E can better

prepare itself for deregulation by continuing its aggressiveness in becoming a knowledge organization and supporting an adult education program in the workplace.

OG&E does provide an educational assistance program for its employees. OG&E sets the standard for an educational assistance program in a seven state south central area. The successful organizations of tomorrow will be those that take responsibility for the educational needs of all company members.

CHAPTER III

RESEARCH DESIGN

The purpose of this study was to identify the educational needs and concerns of OG&E employees and determine the interest level of company members toward an adult education program tailored to meet their educational needs.

Population and Sample

The population for this study included OG&E employees within a 50-mile radius of Oklahoma City, Oklahoma, for the calendar year 1997; the list was provided by OG&E's Department of Human Resources. The population included all employees with a minimum of a high school or general equivalency diploma but less than an undergraduate degree. The listing contained 1,005 names, mail codes, and area locations.

The geographical areas represented in the sample were six locations inside Oklahoma City and seven locations outside Oklahoma City (see Table 1).

A table of computer generated random numbers was used to select the sample. Each name in the list was assigned a number according to its alphabetical position. Names that corresponded to the random number assignment were selected for the study and recorded along with data concerning mail codes and area locations.

TABLE 1

GEOGRAPHICAL LOCATIONS

Oklahoma City	Outside Oklahoma City
Broadway Service Center	El Reno, Oklahoma
Corporate Towers	Guthrie, Oklahoma
Metro Service Center	Harrah, Oklahoma
North Service Center	Midwest City, Oklahoma
South Service Center	Mustang, Oklahoma
4th Street Office	Norman, Oklahoma
–	Shawnee, Oklahoma

Table 2 represents the total population broken down into the 13 geographical areas. The total number of individuals for each area are listed and the number of individuals selected from those areas used to build the sample.

Approximately 27.66% of the total population was selected for the mailing, with a total of 278 names with individual mail codes. The table for determining the sample size (278) based on a 95% confidence level needed from the given population was provided by Krejcie and Morgan (1970).

TABLE 2

POPULATION

Location	Population	Sample	Percent
Broadway Service Center	58	14	24.1
Corporate Towers	196	59	30.1
El Reno	12	3	25.0
Guthrie	8	2	25.0
Harrah	40	14	35.0
Metro Service Center	344	106	30.8
Midwest City	34	10	29.4
Mustang	34	10	29.4
Norman	70	11	15.7
North Service Center	54	15	27.7
Shawnee	52	8	15.4
South Service Center	93	23	24.7
4th Street Office	10	3	30.0
Total	1005	278	

Instrumentation

The data gathering instrument used for this study was a questionnaire (see Appendix C). The manager of OG&E Training and Development requested that an instrument be developed for this study to identify adult educational needs and concerns of OG&E employees. The questionnaire was developed to determine the educational level,

interest in starting or continuing adult education, and addressing concerns, problems, and conditions for starting or continuing adult education for employees. Also a consideration in the development of the questionnaire was information gathered from preliminary interviews with company members, supervisors, and managers. The questionnaire met the question criteria and restraints established by the manager.

The questionnaire was divided into two parts. Part one collected demographic information for comparison of the sample to the population. Part two had eight questions seeking details concerning current or past educational enrollment, current interest in starting or continuing adult education, current educational concerns, problems, and conditions in starting or continuing educational development, and the interest in attending a college extension program in the workplace.

Question one was used to determine the educational level of the employee. Question two was developed to determine previous enrollment in a college course or courses and any vocational technical training taken other than what OG&E has offered in the past. Question two sought the time period of any previous enrollment. Questions three and four were used to determine the interest level of the employee towards adult education and answer research question one. Question five sought data to determine what education program would best serve the needs of employees and answer research question five. Questions six and seven were developed to determine what concerns, problems, and conditions employees needed to have addressed, resolved, or eliminated, allowing the opportunity to start or continue their adult education and answer research questions two and three. Question eight was developed to determine if an employee would attend an adult education program in the workplace and answer research question four.

A cover letter (see Appendix D) accompanied the questionnaire giving the participant the purpose for the study, purpose of the instrument, development of the instrument, and consent with the option to participate. The cover letter provided instructions for completing and returning the questionnaire with the reassurance that all information gathered would be kept confidential and anonymous. An appreciation letter (see Appendix D) was mailed two weeks after the initial questionnaire to all participants. There was a reminder asking those who had not completed the questionnaire to respond and return the questionnaire as soon as possible. The cover letter, questionnaire, and appreciation letter were reviewed and accepted by the manager of Training and Development. Institutional Review Board approval was secured February 26, 1998 (see Appendix F).

A panel of experts validated the survey instrument. The manager of OG&E Training and Development was the first to validate the instrument. The second expert to validate the instrument was Dr. James Key, professor of Research Design, Oklahoma State University. Members of the researcher's doctoral advisory committee issued the final validation, in particular Dr. Cecil Dugger, committee chairperson Dr. Steve Marks, and Dr. H.C. McClure.

Data Collection

Each participant was mailed a survey packet on March 23, 1998. Included in the packet were the cover letter, questionnaire, and a self-addressed return envelope. Intra-company mail was utilized for mailing survey packets and receiving completed questionnaires. A locked receptacle was provided for returned questionnaires on OG&E property. The key to the locked receptacle was always kept in the researcher's

possession. Returned envelopes were not opened on OG&E property. The opening of envelopes occurred in a neutral location, and the completed questionnaires were kept in a locked filing cabinet. No other company member saw a completed questionnaire during the study.

After a two-week period, March 23–April 6, 1998, allowing time for completion and return of the questionnaire, an appreciation letter and second questionnaire were mailed, April 7, 1998, to all participants, thanking those who had already responded and reminding those who had not returned their questionnaires to do so.

Scoring of Instrument

The instrument was designed for ease of scoring. The questionnaire needed only a simple counting of responses for both demographics information and questions.

Data Analysis

The data for this study was summarized using distributions, frequencies, percentages, and cross-tabulations. These statistical tools permitted a meaningful description of the data while analyzing the responses. A clear and concise understanding of the data was critical to formulate conclusions for this study and prepare a presentation of the results to the OG&E executive committee.

Educational Assistance Programs

To provide a better understanding in the evaluation of OG&E's educational assistance program, 20 electrical utility companies nationwide were contacted to provide information in reference to their educational assistance programs. The criterion used in selecting companies was the size of customer base and the number of employees. Using these criteria ensured that the companies chosen were approximately the same size as OG&E. The 20 companies were contacted using the Directory of Electric Power Producers for addresses and telephone numbers (see Appendix B). Each company was asked to provide a copy of its educational assistance programs.

Expected Results

For this study, OG&E's Human Resources provided the average age and percentages for gender and marital status for an OG&E employee. The average age of 44 was given, the ratio for gender was 25% female and 75% male, and 75% of the employees are married. Using 44 as the average age, 60% of the respondents should have been in age group 41-50. For respondents, the expected ratios for gender should have been 25% female and 75% male and 75% of the respondents should have been married.

For those employees earning a high school or general equivalency diploma, but not earning a baccalaureate degree, the average college hours completed by an employee should have been between 25-35 hours and 15% having zero college hours. These figures were developed using the average age, social attitude towards college, and assuming the opportunity to attend college after high school was available. The 15% were used for

those who did not have the opportunity to attend college. In view of the factors listed above, approximately 60% should have had previous enrollment in college courses prior to or during their employment with the company.

Because of new educational requirements for job advancement and promotions, there should have been approximately 35% current enrollment in college courses or vocational technical training at the current time. In view of the importance for education or training for career enhancement, there should have been a favorable rate of over 50% who were considering taking college courses or technical training. The same 50% or possibly more would take advantage of the opportunity to attend college courses or technical training if they were available at their workplace.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter reports the analysis of data collected from 133 respondents to the Education and Training Survey, which consisted of five demographic questions and eight survey questions. The Education and Training Survey was used to determine the interest level of OG&E employees in starting or continuing their adult education. The purpose of this study was to identify the educational needs and concerns of OG&E employees and determine the interest level of company members toward an adult education program tailored to meet their educational needs. The data was analyzed using distributions, frequencies, percentages, and cross-tabulations generated by the SPSS statistical program.

The results will be presented in five parts: (1) demographic data, (2) age, (3) gender, (4) marital status, and (5) any additional analysis to add to the understanding of the data.

Population and Sample

The respondents, totaling 133, accounted for a 47.8% return rate. The return rate was lower than expected. The contributing factors have been listed as limitations in

Chapter I. What is important, however, the demographics of the respondents and the target population were similar in two important ways (see Table 3).

The difference in gender between the sample and target populations was higher than expected. The 40 respondents not listing gender probably accounted for this. The Department of Human Resources estimates the average age of an OG&E employee at 44 years. Therefore, for the purpose of this research, the average age of the target population was set at 44 years.

TABLE 3

RESPONDENT AND TARGET POPULATION DEMOGRAPHICS

Variable	Respondents	Target Population
Gender		
Female	31.2%	26.6%
Male	68.8%	73.4%
Age		
41-50	44.44%	44 years

Demographic Data

Of the 133 respondents, 31.2% were female and 68.8% were male. Over three fourths of respondents, 81.2%, were between the ages of 31 and 50. Most of the

TABLE 4

RESPONDENT DEMOGRAPHIC INFORMATION

Variable	Frequency	Percent
Age		
Under 21	0	0.0
21-30	8	6.0
31-40	49	36.8
41-50	59	44.4
51-60	17	12.8
Over 60	0	0.0
Gender		
Female	29	31.2
Male	64	68.8
Marital Status		
Single	10	9.6
Married	80	76.9
Divorced	13	12.5
Separated	1	1.0
Widow/Widower	0	0.0
College Hours Completed		
0-62	87	71.3
63-120	21	17.2
Above 121	14	11.5
Average College Hours Completed	44	
Degree Earned	14	11.5
No Degree	108	88.5

Note: Baccalaureate Degree - 13; Master's Degree - 1. A total of 108 respondents have not earned a baccalaureate degree. A complete listing of college hours completed is shown in Table 35 of Appendix E.

respondents were married, 76.9%, and had completed an average of 44 hours of college credit. The majority of respondents, 88.5%, had not earned a baccalaureate degree. The data on personal variables are presented in Table 4.

Age

Age was used as one of the independent variables to determine if age was a factor in starting or continuing adult education and also determining the adult education needs and concerns of the OG&E employee. There were 133 responses to age. Responses were placed in age groups and listed in Table IV. Of the 93 respondents who listed age and gender, 31.2% were female and 68.8% were male. For the listing of age groups by gender see Table 5.

TABLE 5

GENDER BY AGE GROUP

Variable	Female	Male
Age		
Under 21	0	0
21-30	4	1
31-40	11	23
41-50	11	30
51-60	3	10
Over 60	0	0

Of the 104 respondents who listed age and marital status, 76.9% were married. Of the 80 married respondents, age group 41-50 was the largest group with 43.8%, followed by age group 31-40 with 35%. Age groups by marital status are listed in Table 6.

TABLE 6

MARITAL STATUS BY AGE GROUP

Variable	Single	Married	Divorced	Separated	Widowed
Age					
Under 21	0	0	0	0	0
21-30	0	6	0	0	0
31-40	5	28	5	1	0
41-50	5	35	5	0	0
51-60	0	11	3	0	0
Over 60	0	0	0	0	0

The mean college hours completed by 133 respondents was 44. Of the 122 respondents who listed age and college hours completed, 71.3% have earned between zero and 62 college hours. Of the 71.3%, 37.9% or 33 respondents have earned zero college hours. The age groups 31-40 with 14, (42.4%), and 41-50 with 12, (36.4%), account for 26 (78.8%) of the 33 respondents who have earned zero college hours. Also, the age groups 31-40 and 41-50 account for 81.5% who have earned zero to 120 college

hours without earning a baccalaureate degree. The listing of completed college hours by age groups is listed in Table 7. A complete list of each college hour or hours completed by age groups is listed in Table 36 Appendix E.

TABLE 7

COMPLETED COLLEGE HOURS BY AGE GROUP

Variable	0-62	63-120	Above 121
Age			
Under 21	0	0	0
21-30	5	2	0
31-40	33	8	8
41-50	36	11	5
51-60	13	0	1
Over 60	0	0	0

Of the 122 respondents who listed age and college hours completed, 11.5% have earned a degree, 13 were baccalaureate degrees and one was a master's degree. The remaining 88.5% have not earned a baccalaureate degree. Age group 41-50 with 43.5%, followed by age group 31-40 with 37.9% for a total of 81.4%, 89 respondents, were the two largest groups that have not earned a baccalaureate degree. Table 8 lists those respondents by age groups who have and have not earned a degree.

TABLE 8

DEGREE AND NO DEGREE BY AGE GROUP

Variable	Degree	No Degree
Age		
Under 21	0	0
21-30	0	7
31-40	8	41
41-50	5	47
51-60	1	13
Over 60	0	0

Of 116 respondents who responded to age and question one: Are you currently enrolled in any college courses or vocational technical training? There were 18.1% currently enrolled in college courses or vocational technical training. The remaining 81.9% were not currently enrolled. Of those enrolled, age groups 31-40 and 41-50 have the largest number of enrollments. Of those 95 respondents not enrolled, the largest age group was 41-50 with 44.2%, followed by age group 31-40 with 34.7%. The number of current enrollment and non-enrollment by age groups is listed in Table 9. The reasons and frequency for non-enrollment are listed in Table 37 in Appendix E.

TABLE 9

CURRENT ENROLLMENT AND NON-ENROLLMENT BY AGE GROUP

Variable	Enrolled	Not Enrolled
Age		
Under 21	0	0
21-30	2	6
31-40	9	33
41-50	9	42
51-60	1	14
Over 60	0	0

There were 104 responses to age and question two: Have you ever enrolled in a college course or vocational technical training other than what the company has offered in the past? Of the 104 respondents, 62.5% responded that they had previously enrolled while 37.5% had not. Age groups 31-40 and 41-50 had the largest previous enrollment with 41.5% each. The largest age group without previous enrollment was 41-50 with 51.3%. Previous enrollment and non-enrollment are listed in Table 10. The courses or training taken in the past are listed in Table 38 in Appendix E.

TABLE 10

PREVIOUS ENROLLMENT AND NON-ENROLLMENT BY AGE GROUP

Variable	Previous Enrollment	Never Enrolled
Age		
Under 21	0	0
21-30	3	4
31-40	27	9
41-50	27	20
51-60	8	6
Over 60	0	0

Of the 65 respondents who had previously enrolled, 56.9% responded that it had been five or more years since enrolling in courses or training other than what the company had to offer. Time periods of enrollment by age groups are listed in Table 11.

TABLE 11

TIME OF PREVIOUS ENROLLMENT BY AGE GROUP

Variable	Less Than 1 Year	1 Year to 2 Years	3 Years to 4 Years	More Than 5 Years
Age				
Under 21	0	0	0	0
21-30	1	0	1	0
31-40	3	3	6	15
41-50	4	1	4	18
51-60	0	2	2	4
Over 60	0	0	0	0

There were 101 responses to age and question three: Have you taken courses or technical training offered by the company? Of the 101 respondents, 60.4% responded that they had taken courses while 39.6% had not. The largest age group to take courses offered by the company was 41-50 with 45.9%, followed by age group 31-40 with 32.8%. The numbers of respondents by age groups who have taken courses offered by the company are listed in Table 12. Courses offered by the company, taken by the respondents, are listed in Table 39 in Appendix E.

TABLE 12

COURSES OR TRAINING OFFERED BY THE COMPANY BY AGE GROUP

Variable	Yes	No
Age		
Under 21	0	0
21-30	2	4
31-40	20	15
41-50	28	18
51-60	11	3
Over 60	0	0

There were 98 responses to age and question four: Have you considered taking college courses or vocational training other than what the company has offered? Of the 98 respondents, 65.3% have considered taking college courses or vocational technical training while 34.7% have not. The largest age group to consider taking courses or training was 41-50 with 50%, followed by age group 31-40 with 37.5%. Of the 34 respondents who are not considering taking courses or training, age group 41-50 was the largest with 44.1%, followed by age group 51-60 with 23.5%. Table 13 lists the 98 respondents who have or have not considered taking college courses or vocational technical training by age groups. Of the 64 respondents who are considering taking courses or training, a list of desired courses or training is in Table 40 in Appendix E.

TABLE 13

CONSIDERATION IN TAKING COLLEGE COURSES
OR VOCATIONAL TECHNICAL TRAINING
BY AGE GROUP

Variable	Yes	No
Age		
Under 21	0	0
21-30	2	4
31-40	24	7
41-50	32	15
51-60	6	8
Over 60	0	0

There were 85 respondents who answered age and question five: In what college level course or courses would you like to enroll? Of the 85 respondents, 42.4% would enroll in lower division level (freshman or sophomore) courses. There are 24.7% who would enroll for completion of a baccalaureate degree. Age group 41-50 was the largest age group expressing the desire to enroll with 43.5%, followed by age group 31-40 with 35.3%. College level courses or other courses respondents would enroll into are listed by age groups in Table 14.

TABLE 14

COLLEGE LEVEL COURSES OR OTHER COURSES DESIRED FOR ENROLLMENT BY AGE GROUP

Variable	GD	BD	UDC	LDC	Vo-Tech
Age					
Under 21	0	0	0	0	0
21-30	0	3	0	1	3
31-40	1	7	5	14	3
41-50	0	6	5	18	8
51-60	0	5	0	3	4
Over 60	0	0	0	0	0

Note. GD = Graduate degree; BD = Baccalaureate degree; UDC = Upper division courses (junior or senior); LDC = Lower division courses (freshman or sophomore); Vo-Tech = Vocational technical training.

There were 78 respondents who addressed age and question six: What concerns or problems need to be addressed, resolved, or eliminated to allow you the opportunity to start or continue your educational development? Of the concerns and problems cataloged, two were listed a total of 46 times, representing 60% of the responses. The first concern or problem listed was the work schedule, specifically rotating shifts, with 23 responses. The second concern or problem listed was the lack of available time to attend classes or training, with 23 responses. A third concern listed was family issues, in some cases childcare for evening classes. A complete listing of concerns and problems is in Table 41 in Appendix E.

There were 61 responses to age and question seven: What condition or conditions need to be met for you to start or continue your education? Of the twelve conditions cataloged, three were listed 65.6% of the time. The first condition listed was work schedule, specifically rotating shifts, with 26.2% of the responses. The second and third conditions listed were the scheduling of time and family concerns with 12 responses each, representing a total of 39.4% of the responses. A complete list of concerns or problems is in Table 42 in Appendix E.

There were 119 responses to age and question eight: If the college course or the vocational training you want was offered at Metro Service Center or your work location, would you attend? Of the 119 respondents, 77.3% would attend, 10.9% would not attend, and 11.8% would maybe or possibly attend as shown in Table 15. The largest age group that would attend was 41-50 with 45.7%, followed by age group 31-40 with35.7%.

TABLE 15

ATTENDANCE BY AGE GROUP

Variable	Yes	No	Maybe/ Possibly
Age			
Under 21	0	0	0
21-30	6	1	0
31-40	33	5	4
41-50	42	5	6
51-60	11	2	3
Over 60	0	0	0

Of the 13 no responses, there were six categories listed for not attending the Metro Service Center or individual work location if courses or vocational technical training were offered. Those categories and frequencies are listed in Table 43 in Appendix E.

Gender

Gender was used as one of the independent variables to determine if gender was a factor in starting or continuing adult education and also in determining the adult education needs and concerns of the OG&E employee. Of 133 respondents, 93 (69.9%) listed gender. Of the 93 respondents, 31.2% were female and 68.8% were male. Gender by age group is listed in Table 5.

Of the 93 respondents who listed gender and marital status, 76.3% were married. Of the 71 married respondents, 22.5% were female and 77.5% were male. Gender by marital status is listed in Table 16.

TABLE 16

MARITAL STATUS BY GENDER

Variable	Single	Married	Divorced	Separated	Widowed
Gender					
Female	4	16	8	1	0
Male	6	55	3	3	0

There were 86 respondents who listed gender and college hours completed. Of the 86 respondents, 72.1%, 29% female and 71% male, had earned between zero and 62 college credit hours. Of the 62 respondents who had earned less than 62 college credit hours, 25 (40.3%) had earned zero college credit hours. Of the 25 respondents, eight (32%) were female and 17 (68%) were male. There were 88.4% who had earned between zero and 120 college credit hours. Of those 88.4%, 31.6% were female and 68.4% were males. Completed college hours by gender are listed in Table 17. A complete list of each college hour or hours completed by gender is in Table 44, Appendix E.

TABLE 17

COMPLETED COLLEGE HOURS BY GENDER

Variable	0-62	63-120	Above 121
Gender			
Female	18	6	2
Male	44	8	8

There were 83 responses to gender and the completion of a baccalaureate degree. There were 10 respondents who listed gender and degree completion. Of the 10 degrees completed, nine were baccalaureate degrees and one was a master's degree. Of the remaining 73 respondents, 88% had not completed a baccalaureate degree. Of the 73

respondents, 34.2% were female and 65.8% were male. Completion and non-completion of an undergraduate degree by gender is listed in Table 18.

TABLE 18

DEGREE AND NO DEGREE BY GENDER

Variable	Degree	No Degree
Gender		
Female	2	25
Male	8	48

There were 80 responses to gender and question one: Are you currently enrolled in any college courses or vocational technical training? Of the 80 respondents, 16.3% were currently enrolled while 83.3% were not. Of the 67 respondents not currently enrolled, 28.4% were female and 71.6% were male. There were 45 respondents who provided reasons for non-enrollment. The most common reason for non-enrollment related to time, followed by work related reasons. A complete list of reasons and frequencies is in Table 37 Appendix E. The numbers of current enrollment and non-enrollment are listed in Table 19.

TABLE 19

CURRENT ENROLLMENT AND NON-ENROLLMENT BY GENDER

Variable	Enrolled	Not Enrolled
Gender		
Female	7	19
Male	6	48

There were 72 responses to gender and question two: Have you ever enrolled in a college course or vocational technical training other than what the company has offered in the past? Of the 72 respondents, 61.1% responded that they had previously enrolled while 38.9% had not. Previous enrollment and non-enrollment by gender are listed in Table 20. The courses taken in the past are listed in Table 38 in Appendix E.

TABLE 20

PREVIOUS ENROLLMENT AND NON-ENROLLMENT BY GENDER

Variable	Previous Enrollment	Never Enrolled
Gender		
Female	14	5
Male	30	23

Of the 44 respondents who had previously enrolled, 50% responded that it had been five or more years since enrolling in a course or training other than what the company offered. Time periods of enrollment by gender are listed in Table 21.

TABLE 21

TIME OF PREVIOUS ENROLLMENT BY GENDER

Variable	Less Than 1 Year	1 Year to 2 Years	3 Years to 4 Years	More Than 5 Years
Gender				
Female	0	2	5	7
Male	5	3	7	15

There were 70 responses to gender and question three: Have you taken courses or technical training offered by the company? Of the 70 respondents, 65.7% responded that they had, while 34.3% had not. The number of respondents by gender who have or have not taken courses or vocational training offered by the company is listed in Table 22. Courses offered by the company, taken by the respondents, are listed in Table 39 in Appendix E.

TABLE 22

COURSES OR TRAINING OFFERED BY THE COMPANY BY GENDER

Variable	Yes	No
Gender		
Female	15	3
Male	31	21

There were 71 responses to gender and question four: Have you considered taking college courses or vocational training other than what the company has offered? Of the 71 respondents, 64.8% have considered taking college courses or vocational technical training, while 35.2% have not. Table 23 lists the respondents by gender who have or have not considered taking college courses or vocational technical training.

TABLE 23

CONSIDERATION IN TAKING COLLEGE COURSES OR VOCATIONAL TECHNICAL TRAINING BY GENDER

Variable	Yes	No
Gender		
Female	11	8
Male	35	17

There were 57 respondents who listed gender and answered question five: In what college level course or courses would you like to enroll? Of the 57 respondents, 45.6% would enroll into lower division (freshman or sophomore) classes and 25.9% would enroll for completion of a baccalaureate degree. College level courses which respondents would enroll in are listed in Table 24.

TABLE 24

COLLEGE LEVEL COURSES OR OTHER COURSES DESIRED FOR ENROLLMENT BY GENDER

Variable	GD	BD	UDC	LDC	Vo-Tech
Age					
Female	0	3	1	9	2
Male	0	12	5	17	8

Note. GD = Graduate degree; BD = Baccalaureate degree; UDC = Upper division courses (junior or senior); LDC = Lower division courses (freshman or sophomore); Vo-Tech = Vocational technical training.

There were 55 responses to gender and question six: What concerns or problems need to be addressed, resolved, or eliminated to allow you the opportunity to start or continue your educational development? Of the nine concerns or problems listed, three were listed a total of 44 times, representing 80% of the total responses. The first concern or problem listed, with 18 responses, was the availability of extra time. Of those 18 responses, 16.7% were female and 83.3% were male. The second concern or problem listed, with 15 responses, was work schedule, specifically rotating shifts. Of the 15 responses, 20% were female and 80% were male. The third concern or problem was

family issues, with 11 responses. Of the 11 responses, 36.4% were female and 63.3% were male. A complete list of concerns or problems is in Table 41 in Appendix E.

There were 41 responses to gender and question seven: What condition or conditions need to be met for you to start or continue your education? Of the nine conditions cataloged, three were listed a total of 28 times, representing 68.3% of the responses. The first condition that needed to be met was the work schedule, specifically rotating shifts, 27.3% female and 72.7% male. The second condition was family issues, specifically childcare, 50% female and 50% male. The third condition was scheduling individual time, 42.9% female and 72.7% male. A complete list of conditions is listed in Table 42 in Appendix E.

There were 82 responses to gender and question eight: If the college course or the vocational technical training you wanted was offered at Metro Service Center or your work location, would you attend? Of the 82 respondents, 74.4% would attend, 11% would not attend, and 14.6% answered maybe or possibly, as shown in Table 25.

TABLE 25

ATTENDANCE BY GENDER

Variable	Yes	No	Maybe/ Possibly
Gender			
Female	16	6	4
Male	45	3	8

For the no, maybe, and possibly responses there were four categories listed for not attending the Metro Service Center or individual work place if courses or vocational technical training were offered. Those categories and frequencies are listed in Table 43 in Appendix E.

Marital Status

Marital status was used as one of the independent variables to determine if marital status was a factor in starting or continuing adult education and also in determining the adult education needs and concerns of the OG&E employee. Of 133 respondents, 104 responded to marital status. Marital status by age is listed in Table 6. Marital status by gender is listed in Table 16.

There were 96 respondents who listed marital status and college hours completed. Of the 96 respondents, 70.8% have completed 62 or fewer college credit hours. Of the 68 who have earned fewer than 62 college hours, 83.3% were married. Of the 51 married respondents who have completed 62 or fewer college hours, 19 or 38% have earned zero college hours. There were a total of 26 (27.1%) respondents having earned zero credit hours. College hours completed are listed, by marital status, in Table 26. A complete list of each college hour or hours completed by marital status is listed in Table 45 Appendix E.

TABLE 26

COMPLETED COLLEGE HOURS BY MARITAL STATUS

Variable	0-62	63-120	Above 121
Marital Status			
Single	7	2	0
Married	51	13	9
Divorced	10	2	1
Separated	1	0	0

There were 93 respondents listing marital status and completion of an undergraduate degree. Of the 93 respondents, 11.8% have earned a degree. Of the 11 degrees earned, 10 were baccalaureate degrees and one was a master's degree. All 11 respondents who have earned degrees are married. The remaining 88.2% respondents who have not earned an undergraduate degree are listed, by marital status, in Table 27.

TABLE 27

DEGREE AND NO DEGREE BY MARITAL STATUS

Variable	Degree	No Degree
Marital Status		
Single	0	9
Married	11	60
Divorced	0	12
Separated	0	1

There were 90 responses to marital status and question one: Are you currently enrolled in any college courses or vocational technical training? Of the 90 respondents, 16.7% were currently enrolled, while 83.3% were not. Of the 75 respondents not currently enrolled, 51 respondents provided reasons. The reasons listed most often were related to time, followed by work related reasons. A complete list of reasons and frequencies is in Table 37 in Appendix E. The number of current enrollment and non-enrollment, by marital status, is listed in Table 28.

TABLE 28

CURRENT ENROLLMENT AND NON-ENROLLMENT
BY MARITAL STATUS

Variable	Enrolled	Not Enrolled
Marital Status		
Single	3	7
Married	10	56
Divorced	2	11
Separated	0	1

There were 81 respondents who listed marital status and answered question two: Have you ever enrolled in a college course or vocational technical training other than what

the company has offered in the past? Of the 81 respondents, 63% responded that they had previously enrolled while 37% had not. Previous enrollment and non-enrollment, by marital status, are listed in Table 29.

TABLE 29

PREVIOUS ENROLLMENT AND NON-ENROLLMENT BY MARITAL STATUS

Variable	Previous Enrollment	Never Enrolled
Marital Status		
Single	7	1
Married	36	25
Divorced	7	4
Separated	1	0

Of the 51 respondents who have previously enrolled, 52.9% responded that it has been five or more years since enrolling in courses or training other than what the company has offered. Periods of previous enrollment are listed in Table 30.

TABLE 30

TIMES OF PREVIOUS ENROLLMENT
BY MARITAL STATUS

Variable	Less Than 1 Year	1 Year to 2 Years	3 Years to 4 Years	More Than 5 Years
Marital Status				
Single	1	0	2	4
Married	4	4	5	21
Divorced	1	1	4	2
Separated	0	0	1	0

There were 78 responses to marital status and question three: Have you taken courses or technical training offered by the company? Of the 78 respondents, 64.1% had taken courses or technical training offered by the company while 39.5% had not. The number of respondents, by marital status, who had taken courses or training offered by the company is listed in Table 31. Courses offered by the company, taken by the respondents, are listed in Table 39 in Appendix E.

TABLE 31

COURSES OR TRAINING OFFERED BY THE COMPANY BY MARITAL STATUS

Variable	Yes	No
Marital Status		
Single	5	2
Married	35	2
Divorced	9	2
Separated	1	0

There were 77 responses to marital status and question four: Have you considered taking college courses or vocational training other than what the company has offered? Of the 77 respondents, 63.6% have considered taking courses or training while 36.4% have not. Table 32 lists the 77 respondents by marital status who have and have not considered taking courses or vocational training other than what the company offered. Of the 50 respondents who are considering taking courses or training, a list of desired courses or training is in Table 40 in Appendix E.

TABLE 32

CONSIDERATION IN TAKING COLLEGE COURSES OR VOCATIONAL TECHNICAL TRAINING BY MARITAL STATUS

Variable	Yes	No
Marital Status		
Single	5	2
Married	35	24
Divorced	9	2
Separated	1	0

There were 65 responses to marital status and question five: In what college level course or courses would you like to enroll? Of the 65 respondents, 40% would enroll in lower division (freshman or sophomore) courses and 26.2% would enroll for completion of a baccalaureate degree as shown in Table 33.

TABLE 33
COLLEGE LEVEL COURSES OR OTHER COURSES
DESIRED FOR ENROLLMENT BY
MARITAL STATUS

Variable	GD	BD	UDC	LDC	Vo-Tech
Marital Status					
Single	0	2	0	2	0
Married	0	13	8	20	8
Divorced	0	2	1	4	2
Separated	0	0	0	0	1

Note. GD = Graduate degree; BD = Baccalaureate degree; UDC = Upper division courses (junior or senior); LDC = Lower division courses (freshman or sophomore); Vo-Tech = Vocational technical training.

There were 61 respondents who responded to marital status and question six: What concerns or problems need to be addressed, resolved, or eliminated to allow you the opportunity to start or continue your educational development? Of the 10 concerns or problems cataloged, three were listed a total of 49 times, representing 80.4% of the responses. The first concern or problem, with 20 responses, was the availability of additional time to devote to educational development. The second concern or problem, with 17 responses, was conflict with work schedule, specifically rotating shifts. The third concern or problem, with 12 responses, was family issues. A complete listing of concerns and problems is in Table 41 in Appendix E.

There were 46 responses to marital status and question seven: What condition or conditions need to be met for you to start or continue your education? Of the 11 conditions categorized, three conditions were listed a total of 31 times representing 67.3%

of the total responses. There was one notable condition listed twice. The first condition listed, with 14 responses, was work schedule, specifically rotating shifts. The second condition, with 10 responses, related to family issues. The third condition, with seven responses, was the lack of extra time. The notable condition was not being allowed to attend classes. A complete listing of conditions is in Table 42 in Appendix E.

There were 92 responses to marital status and question eight: If the college course or vocational technical training you wanted was offered at Metro Service Center or your work location, would you attend? Of the 92 responses, 75% would attend, 9.8% would not attend, and 15.2% responded with maybe or possibly, as shown in Table 34.

TABLE 34

ATTENDANCE BY MARITAL STATUS

Variable	Yes	No	Maybe/ Possibly
Marital Status			
Single	5	3	2
Married	54	3	11
Divorced	9	3	1
Separated	1	0	0

There were four categories listed for those respondents who would not attend classes or responded maybe or possible. These categories and frequencies are listed in Table 43 in Appendix E.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

This chapter provides a summary of the research data gathered and analyzed for this study as well as interpretations and conclusions drawn from the data. This chapter also includes recommendations for additional studies.

The problem for this study was to examine the feasibility of developing a company sponsored adult education program in the workplace, allowing OG&E employees to meet their educational needs.

One purpose of this study was to identify the adult educational needs and concerns of OG&E employees. A second purpose was to determine the interest level of company members towards an adult education program tailored to meet their educational needs.

To accomplish the purpose of this study, five research questions were developed:

1. Is there an interest among OG&E employees to continue their adult education?
2. What are the reasons company members give for not starting or continuing adult education?
3. Can those reasons be addressed, resolved, or eliminated, allowing the opportunity for company members to meet their educational needs?

4. What adult education course(s) will best meet company members' needs?

5. Will company members utilize an adult education program developed and tailored to meet their educational needs?

Summary of the Findings

From the four demographics questions, gender and marital status were within the expectable limits. The expected ratios for gender were 25% female and 75% male. The actual ratios for gender were 31.2% female and 68.8% male. The expected ratio for a married respondent was 75% and the actual ratio was 76.9%.

With the two remaining demographic questions, age and college hours completed were not within expected limits. Given the average age of an OG&E employee at 44 by the Human Resources Department, expected ratio for age group 41-50 was 60%. The actual ratio was 44.4%, lower than expected. Age groups 31-40 with 36.8% and 51-60 with 12.8% were higher than expected.

It was the intention of this study to survey only those respondents who had not earned a baccalaureate degree. Because some of the respondents had already earned a baccalaureate degree, the completion of 44 college hours was higher than expected. In computing college hours completed, using the college hours of 14 respondents who had earned a degree, the mean was not between 25-35 as expected. With the removal of college hours of those respondents who had earned a degree, the mean was re-computed at 32.7, which put it within expected limits. The ratio of respondents who have earned zero college hours was unexpected. The expected ratio was approximately 15% and the actual ratio was 35.1%.

The remainder of this section will focus on the key findings from each of the eight survey questions while answering the research questions. For the first three survey questions there were expected ratios and for the last five there were none. With the advent of new educational requirements for job advancement and promotions, the 18.1% of respondents who are currently enrolled in educational classes were lower than expected. Because of the new educational requirements and revisions to the company's educational assistance program, a 35% enrollment ratio was expected.

Is there an interest among employees to continue their adult education? Over 60% of the respondents had considered taking courses or training. Previous enrollment in a college course or vocational technical training other than what the company offered is an indicator of interest and was within expected limits. The expected ratio was approximately 60% with an actual ratio of 62%. The expected time period of previous enrollment was five or more years. Over 50% of the respondents responded that it had been over five years.

The number of respondents who had taken courses or technical training offered by the company is also an indicator of interest, and the ratio was higher than expected. The expected ratio was between 40% and 50% with an actual ratio over 60%.

What are the reasons company members give for not starting or continuing adult education and can those reasons be resolved or eliminated? There were several concerns, problems, and conditions that need to be addressed to allow starting or continuing employee educational development. There were three listed most often: work schedule, family issues, and availability of time.

What adult educational course(s) will best meet company members' needs? Approximately 40% would enroll in lower level courses and approximately 25% would enroll for completion of a baccalaureate degree.

Will company members utilize an adult educational program? Over 75% of the respondents would attend if the college course (s) or vocational technical training were offered at the Metro Service Center or their work place.

Conclusions

In looking at the educational assistance programs of other companies in the southwest region, OG&E offers the best educational assistance benefits. Within the company, there seems to be a genuine interest among company members to continue their education. When OG&E has offered classes or training, there were members attending. Whether the attendance was voluntary or mandatory, the fact remains there were members willing to fill those classes.

There was a large percentage, 65%, of employees considering enrolling in a college course(s) or vocational technical training. The largest area of consideration was college courses with 65%. In view of the large interest level and consideration levels of the employees, there is a definite need to provide employees the opportunity to continue their educational development besides just providing a program that pays for it.

There was a multitude of reasons company members listed for not starting or continuing their adult education. The three reasons that kept reoccurring, in order, were work-related issues, specifically rotating shifts; family-related issues, specifically childcare in the evenings and activities of school age children; and having the extra time to invest.

By the nature of the electric utility business, work-related issues will interrupt the opportunity of an employee for any outside activity that is time intensive. Starting or continuing adult educational development will be time intensive. This issue is not insurmountable. Both the employee and the company can restructure priorities, providing the opportunity for the employee and ensuring the work is done. In many cases, the company has accommodated the employee, allowing the opportunity to invest in an outside time intensive activity. The employee must take the initiative.

Family-related issues are sometimes more personal than a company issue. Again, priorities must be established to meet personal and family needs. There are times when personal needs or the involvement in an outside activity is met without family members being present. That personal need or outside activity can be replaced by self-improvement if the need and desire are there.

The availability of extra time is a personal issue rather than a company issue. Setting priorities, coupled with time management, may be the keys to eliminating this obstacle. Only the employees can set priorities and establish time management techniques to meet their personal obligations and start or continue their adult education.

The three major reasons described above are genuine concerns of the employee and must be addressed by the company providing the opportunity for company members to meet their educational needs. Considering that two of the three concerns may be personal, an adult education program could be developed and tailored to address these issues and meet the company members' educational needs.

It must not be ignored that over 75% of the respondents would attend if college courses or vocational technical training were offered at the Metro Service Center.

Generalizing the results of this study to the population, serious consideration for the development of an adult educational program would benefit the company as well as company members.

The success for development of this adult educational program will be measured solely on the actual number of students who attend not those who have just expressed an interest or desire. This study suggests that if an adult educational program were established, there would be enough employees enrolled to justify its existence.

Recommendations

The success of an adult educational program in the workplace is not only the employees' responsibility, but the company must take its share of the responsibility. The company must be willing to provide not only the resources, but also support for those members investing their time and energy. Support is not measured by just paying for it, but by actually providing recognition and the opportunities for advancement for those employees who fully commit themselves to career and personal development.
This study presents the opportunity for the company to develop a college extension program in the workplace. Offering classes before work hours, during lunch periods, and after work hours would address the three major concerns of work-related issues, family-related issues and availability of extra time. The company should not ignore this opportunity to provide, support, and assist employees with starting or continuing their educational development.

This study indicates that a large percentage, 75.6%, of employees will utilize the adult educational program once it is implemented. An adult educational program in the

workplace must first be developed offering lower division classes, then offering upper division classes. The development of this program must be done in stages. As this study shows a greater need for lower division classes, an extension program with lower division classes will be developed first. Subjects in this stage as requested by respondents, could include computer and business related classes. The second stage, offering upper division subjects such as accounting, business related courses, computer, and management classes would be developed when the need or desire increases. The final stage will be the development and offering of graduate classes.

A key issue in the development of this program is the times classes would be held. This study did not provide specific times frames for classes. It seems that if classes were available in the morning before work, during lunch periods, and after working hours this would provide the opportunity for employees to attend. Classes that can be scheduled on weekends should not be overlooked.

In the area of company support, company recognition for personal development is lacking. Most executives and managers are unaware of ongoing individual development within the company. This situation can be corrected with the use of the company's web page and the monthly bulletin informing all members of ongoing individual development. Providing individual recognition is a show of support for the employee and a motivator for continuance.

The opportunity for advancement is another critical area that needs consideration. With deregulation a reality and as technology improves, OG&E must transition from just a service provider to a knowledge organization. To accomplish this transition, the ratio of knowledge workers to production workers must be increased (Zand, 1981). Critical

positions must be identified and those positions filled with the best-qualified employees. A further study should be considered to determine if the best-qualified employees are currently in those critical positions.

This study should be continued to determine if OG&E is getting a return on its educational assistance benefit. This study should include previous and current recipients, their current positions, and if their training and skills are being utilized for the improvement of the company in preparation for deregulation and for the future.

Concluding Comments

A company sponsored adult educational program in the workplace will be useless to the company or its employees without support. That support must come in genuine interest in personal development from management at all levels of the company. Management must show that personal development will be rewarded for all, not a chosen few.

This research has clearly shown the need and willingness on the part of most employees for personal development in the form of education. The continuation for personal development is a must and most employees recognize it. Employees' personal development is the key to personal growth and the strength of OG&E in the 21st century.

Management must establish a stronger emphasis on personal development in education, then sponsor the development and implementation of an educational program that will meet the adult educational needs and concerns of OG&E employees. Employees are any company's most valuable assets. The work knowledge, training, and skills of all current OG&E employees are exceptional, but they can be and must be improved. It is

now time for the Oklahoma Gas and Electric Company to step forward and take responsibility in the preparation of each and every employee for the new work environment of deregulation.

BIBLIOGRAPHY

Cetron, M. (1985). *Schools of the future: How American business and education can cooperate to save our schools.* New York, NY: McGraw-Hill, Inc.

Central and Southwest Service, Inc. (1997). *Educational assistance program.* Dallas, TX: Author.

Covey, S. R. (1989). *The 7 habits of highly effective people.* New York, NY: Simon and Schuster.

Drucker, P. F. (1989). *The new realities.* New York, NY: Harper and Roe Publishers.

Drucker, P. F. (1992). *Managing for the future.* New York, NY: Penguin Books USA Inc.

Drucker, P. F. (1993). *Post-Capital Society.* New York, NY: Harper Collin Publishers, Inc.

Entergy Corporation. (1998). *Educational assistance.* Shreveport, LA: Author.

Fraenkel, J. R., & Wallen, N. E. (1996). *How to design and evaluate research in education* (3rd ed.). New York, NY: McGraw-Hill, Inc.

Gay, L. R. (1996). *Educational research: Competencies and analysis and application* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Green, R. G. (1995). *Human motivation: A social psychological approach.* Belmont, CA: Wadsworth, Inc.

Harrington, J. H. (1995). *Total improvement management: The next generation in performance improvement.* New York, NY: McGraw-Hill, Inc.

Hoy, W. K., & Miskel, C. G. (1996). *Educational administration: Theory, research, and practice* (5th ed.). New York, NY: McGraw-Hill, Inc.

Kansas Power and Light. (1998). *Annual bulletin.* Kansas City, MO: Author.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30,* 607-610.

Naisbitt, J., & Aburdene, P. (1985). *Reinventing the corporation: Transforming your job and your company for the new information society.* New York, NY: Warner Books, Inc.

Oklahoma Gas and Electric Company. (1949, June). *Reimbursement for cost of related correspondence course instruction or other approved training* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1961, October). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1967, February). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1979, April). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1982, August). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1983). *The story of Oklahoma Gas and Electric Company.* Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1985, January). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1988, September). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1990). *Annual report.* Oklahoma City, OK: Author

Oklahoma Gas and Electric Company. (1990, August). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1992, November). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1995). *Annual report.* Oklahoma City, OK. Author

Oklahoma Gas and Electric Company. (1996, February). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Oklahoma Gas and Electric Company. (1997, June). *Educational assistance* (General Policies and Procedures, Order Number 222). Oklahoma City, OK: Author.

Public Service Company of Colorado. (1996). *Educational assistance* (General Instructions, Order Number 250). Denver, CO: Author.

Public Service Company of New Mexico. (1997). *Educational assistance program.* Albuquerque, NM: Author.

Rossett, A. (1987). *Training needs assessment.* Englewood Cliffs, NJ: Educational Technology Publications, Inc.

Southern Company. (1998). *Educational assistance policy.* Birmingham, AL: Author.

Texas Utilities Company Systems. (1998). *Annual bulletin.* Dallas, TX: Author.

Warshauer, S. (1988). *Inside training and development.* San Diego, CA: University Associates, Inc.

Western Resources. (1987). *Educational assistance plan* (Human Resources Policies and Procedures, Order Number 2). Wichita, KS: Author.

Zand, D. E. (1981). *Information, organization, and power: Effective management in the knowledge society.* New York, NY: McGraw-Hall, Inc.

APPENDIXES

APPENDIX A

GENERAL POLICIES AND PROCEDURES ORDER 222

OKLAHOMA GAS AND ELECTRIC COMPANY

GENERAL POLICIES AND PROCEDURES

PART II

OKLAHOMA GAS AND ELECTRIC COMPANY

ORDER 222

REIMBURSEMENT FOR COST OF RELATED CORRESPONDENCE COURSE INSTRUCTION OR OTHER APPROVED TRAINING

I. GENERAL

In order to recognize properly members of the Company who satisfactorily complete approved courses in correspondence instruction or other approved training, the following policies shall apply.

The instruction and training record which will be centralized in the Department of Personnel Administration is intended to provide:

A control to assure that the selected instruction or training is related to the member's job assignment;

A procedure for reimbursing enrolled members for a part of the cost of the course after satisfactory completion;

A procedure to assure that the training is recorded in the member's confidential record maintained in the Department of Personnel Administration.

II. PROCEDURE FOR ENROLLMENT

1. The member is to select the desired course available through the various correspondence or training schools.

2. The course outline will be reviewed with the member's supervisor to assure that the course is related to his assignment.

3. The form APPLICATION FOR REIMBURSEMENT FOR COST OF RELATED CORRESPONDENCE COURSE INSTRUCTION OR OTHER APPROVED TRAINING, is to be completed in triplicate by the member and then given to his supervisor.

4. If acceptable, the supervisor is to approve the application and forward it to the division or the General Office department head for approval.

(a) If the application originates in a division, the division manager, after approval, will forward it to the General Office department head responsible for the member's work assignment.

(Continued)

DATE ISSUED June 1, 1949 EFFECTIVE June 1, 1949

APPROVED BY W Rueppel
Vice President

REIMBURSEMENT FOR COST OF RELATED CORRESPONDENCE COURSE INSTRUCTION OR OTHER APPROVED TRAINING (cont) Page 2

(b) If the application originates in a generation station, the chief engineer, after approval, will forward it to the Superintendent of Generation.

5. After approval by the General Office department head, the application will be forwarded to the Department of Personnel Administration. After Payroll Committee approval is obtained, one copy of the approved form will be returned to the member's supervisor so the member may be notified.

6. Upon approval, the member may enroll with the selected school and arrange to pay the required cost of the course with the understanding that copies of all grade reports are to be mailed to the Department of Personnel Administration.

7. Requests for approval of training not covered by this instruction should be routed for approval as outlined above so that each case will receive consideration for approval.

III. REIMBURSEMENT

1. Upon completion of the course or training with a satisfactory grade ("C" considered satisfactory), the Company will reimburse the member for fifty percent of the cost of the course or training as established by the enrollment application.

2. At the completion of the course or training, a letter is to be directed to the Department of Personnel Administration, notifying of the date of completion and the cost of the course. The cost of the course should be substantiated by a receipt showing that the cost of the training has been paid for in full. Upon receipt of this information, the necessary request will be completed to reimburse the member with the Company's portion of the cost.

3. Completion of the course or training will be recorded on the employee's confidential record maintained in the Department of Personnel Administration.

IV. VETERAN'S ELIGIBILITY

Company members who are eligible for training as a result of military service who enroll through the Veterans Administration, will not be reimbursed by the Company for cost of courses. However, to conserve their training credits, eligible members may elect to enroll under the Company plan.

(Continued)

GENERAL POLICIES AND PROCEDURES

PART II

OKLAHOMA GAS AND ELECTRIC COMPANY

ORDER 222

REIMBURSEMENT FOR COST OF RELATED CORRESPONDENCE COURSE INSTRUCTION OR OTHER APPROVED TRAINING (cont)

To assure that these members' records reflect training authorized by the Veterans Administration, the outline for approval of Company-reimbursed courses or training should be followed.

DATE ISSUED June 1, 1949

EFFECTIVE June 1, 1949

APPROVED BY W. B. Rushing

Vice President

APPENDIX B

CORRESPONDENCE

March 4, 1998

Public Service Company of Colorado
1225 17th Street
Denver, CO 80202

Dear Director, Human Resources:

The deregulation of the utility industry is fast approaching. Utility suppliers are continuously looking for ways to maintain their customer base and competitive edge. Product and services may or may not be the answer. I believe a more knowledgeable worker is a key ingredient in the efforts to become more competitive.

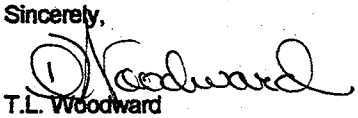
As an employee of the OG&E Energy Corporation, I have witnessed significant changes in the area of training and development, specifically the educational assistance program. OG&E Energy Corp. has revised the educational assistance program in an effort to encourage employees to start or continue their formal education. Currently, there are approximately 13% of eligible members taking advantage of the educational program.

In an effort to understand why employees are not taking advantage of the educational program, I am looking at other utility companies to see if you may have the same difficulties. I am respectfully requesting a copy of your educational assistance program policy, your efforts in motivating employees to start or continue their formal education, and the percentage of employees participating in your educational program. The information you provide will assist me in determining whether the lack of participation is region or nation wide.

I am pursuing my Doctorate of Education degree at Oklahoma State University, Stillwater, Oklahoma. I have chosen for my dissertation the task of looking at the possibility of developing and recommending an adult education program in the work place.

Your help and assistance in this research project will be greatly appreciated. Thank You.

Sincerely,



T.L. Woodward

PO Box 851
Nicoma Park, OK 73066

(405) 769-3825

A duplicate letter as found on page 93 was mailed to the following electric utility companies:

Alabama Power Company
600 North 18th Street, Box 2641
Birmingham, AL 35291

Arkansas Power and Light Company
PO Box 551
Little Rock, AR 72203

Kansas City Power and Light Company
PO Box 418679
Kansas City, MO 64141-9679

Louisiana Power and Light Company
PO Box 60340
New Orleans, LA 70160

Public Service Company of New Mexico
Alvarado Square
Albuquerque, NM 87158

Public Service Company of Oklahoma
212 East Sixth Street
Tulsa, OK 74119

Texas Utilities Electric Company
Energy Plaza, 1601 Bryan Street
Dallas, TX 75201-3411

Western Resources, Inc.
818 Kansas Ave.
Topeka, KS 66612

APPENDIX C

EDUCATION AND TRAINING SURVEY

EDUCATION AND TRAINING SURVEY

PART 1

It is important to the accuracy of results that I confirm the following information.

Check one in each category:

Age		Gender	Marital Status	
() Under 21	() 41-50	() Female	() Single	() Widowed
() 21-30	() 51-60	() Male	() Married	() Separated
() 31-40	() Over 60		() Divorced	

How many college hours have you completed? _____Hours
Have you completed your undergraduate degree? () Yes () No
If yes , when, and degree. _____
If yes, do not complete the items below; however, please mail questionnaire in the return envelope. You will need to notify Human Resources . Your educational records may need to be updated.

PART 2

Please answer the following questions.

1. Are you currently enrolled in any college courses or vocational technical training? () Yes () No
   If yes, where. _____ (Skip to Question 8)
   If no, why? _____ (Proceed to Question 2)

2. Have you ever enrolled in a college course or vocational technical training other than what the company has offered in the past? () Yes () No
   If yes, what course or training have you taken ? _____
   How long has it been?
   () Less than a year () 1 year to 2 years () 3years to 4 years () 5 or more years

3. Have you taken courses or technical training offered by the company? () Yes () No
   If yes, what _____

4. Have you considered taking college courses or vocational technical training other than what the company has offered? () Yes () No
   If yes, what _____

5. In what college level course or courses would you like to enroll?
   () Graduate Degree () Lower Level Courses (Freshman or Sophomore)
   () Bachelor's Degree () Upper Lever Courses (Junior or Senior)
   Other _____ () Vocational Technical Training

6. What concerns or problems need to be addressed, resolved, or eliminated to allow you the opportunity to start or continue your educational development? _____
   _____

7. What condition or conditions need to be met for you to start or continue your education?
   _____

8. If the college course or the vocational technical training you want was offered at Metro Service Center or your work location, would you attend? () Yes () No
   If no, please provide reason. _____

APPENDIX D

COVER LETTERS

OKLAHOMA STATE UNIVERSITY

OSU

Department of Aviation and Space Education
300 Cordell North
Stillwater, Oklahoma 74078-8034
405-744-5856 or 405-744-7015
FAX 405-744-7785

Dear Company Member:

I am pursuing my Doctorate of Education degree at Oklahoma State University, Stillwater, Oklahoma. I have chosen for my dissertation the task of looking into the possibility of developing and recommending an adult educational program that will give company members the opportunity to meet their formal education needs. OG&E has given me permission to conduct this study. The company is not responsible for or under any obligation to utilize the results of this study. I would deeply appreciate your help in this research project.

The educational assistance program benefit package offered by OG&E presently provides reimbursement of 100% for tuition and fees and 75% on books for formal classroom and technical vocational classes. At this time there is only a small percentage of eligible members taking advantage of the educational assistance program. The lack of participation is the reason for this study.

Enclosed is a questionnaire designed to take just only a few minutes of your time. The questions used in the questionnaire are a result of interviews with company members, supervisors, and managers. The questionnaire will attempt to identify the formal educational needs of company members.

Participation in this research project is voluntary. There is no penalty for refusal to participate. You are free to withdraw your consent, questionnaire, and participation in this project at any time without penalty by notifying T.L. Woodward at 553-8520 or Gay Clarkson, Institutional Review Board Secretary, Oklahoma State University, 305 Whitehurst Hall, Stillwater, OK 74078, telephone (405) 744-5700. By completing the questionnaire you will be giving your consent to participate in this research project.

When you have completed the questionnaire, please return it as soon as possible in the self-addressed envelope. Any information you provide will remain confidential and anonymous. You are not under any obligation to respond to the questionnaire, but I need your help to make this study a success.

I appreciate your time and effort in completing this questionnaire. Your help with this research project is invaluable.

Sincerely,

T.L. Woodward
Graduate Student
Metro Field Department

Steven Marks, EdD
Associate Professor
Aviation and Space Education

Bringing Dreams to Life
The Campaign for OSU

OKLAHOMA STATE UNIVERSITY

OSU

Department of Aviation and Space Education
300 Cordell North
Stillwater, Oklahoma 74078-8034
405-744-5856 or 405-744-7015
FAX 405-744-7785

Dear Company Member:

I would like to take this opportunity to thank you for your response to the questionnaire that you received earlier in the month. Your generous allocation of time and effort to complete this questionnaire will help us better understand your educational needs and make recommendations.

If you have not yet had the opportunity to complete your questionnaire, there is still time to have your input recorded for final consideration. Each questionnaire returned gives more needed information for analysis. In case you have lost or misplaced the material I am enclosing another questionnaire for your convenience.

Again, thank you for all your help in this research. I am looking forward to analyzing the results and making recommendations that will help you meet your educational needs.

Sincerely,

T.L. Woodward
Graduate Student
Metro Field Department

Steven Marks, EdD
Associate Professor
Aviation and Space Education

Bringing Dreams to Life
The Campaign for OSU

APPENDIX E

TABLES

Table 35

College Hours Completed

Hours	Frequency	Percent
0	33	24.8
1	1	.8
2	1	.8
3	3	2.5
5	1	.8
6	4	3.3
7	1	.8
8	1	.8
10	1	.8
12	2	1.6
14	2	1.6
15	1	.8
16	1	.8
18	2	1.6
19	1	.8
21	1	.8
25	1	.8
26	1	.8
27	1	.8
29	1	.8
30	2	1.6
31	1	.8
32	1	.8
35	1	.8
36	2	1.6
37	1	.8
39	1	.8
40	1	.8
45	2	1.6
47	1	.8
50	3	2.5
56	1	.8
57	1	.8
59	1	.8
60	7	5.7
62	1	.8
63	1	.8
65	1	.8
67	1	.8
70	1	.8
72	1	.8
75	1	.8
80	3	2.5
83	1	.8
85	1	.8
88	1	.8
90	5	4.1
100	2	1.6

Table 35 (Continued)

Hours	Frequency	Percent
106	1	.8
120	2	1.6
124	1	.8
125	1	.8
126	1	.8
130	1	.8
132	2	1.6
140	2	1.6
150	2	1.6
160	1	.8
164	1	.8
175	1	.8

Table 36

Completed College Hours by Age Groups

Variable	21-30	31-40	41-50	51-60
Hours				
0	14	12		3
1	0	0	1	0
2	0	0	0	1
3	1	0	2	0
5	0	0	0	1
6	0	0	4	0
7	0	1	0	0
8	0	0	1	0
10	0	1	0	0
12	0	0	2	0
14	0	1	1	0
15	0	0	1	0
16	0	0	1	0
18	0	1	1	0
19	0	0	0	1
21	0	1	0	0
25	0	1	0	0
26	0	0	1	0
27	0	1	0	0
29	0	0	0	1
30	0	1	1	0
31	0	0	1	0
32	0	0	0	1
35	0	1	0	0
36	0	0	1	1
37	0	1	0	0
39	0	1	0	0
40	0	1	0	0
45	0	1	1	0
47	0	0	0	1
50	0	0	3	0
56	0	1	0	0
57	0	1	0	0
59	0	1	0	0
60	0	3	2	2
62	0	0	0	1
63	0	0	1	0
65	0	0	1	0
67	0	0	1	0
70	0	1	0	0
72	0	0	1	0
75	0	1	0	0
80	0	1	2	0
83	0	1	0	0
85	0	0	1	0
88	0	1	0	0
90	2	1	2	0
100	0	0	2	0

Table 36 (Continued)

Variable	21-30	31-40	41-50	51-60
Hours				
106	0	1	0	0
120	0	2	0	0
124	0	1	0	0
125	0	1	0	0
126	0	0	0	1
130	0	0	0	1
140	0	0	0	2
150	0	2	0	0
160	0	1	0	0
164	0	0	1	0
175	0	0	1	0

Table 37

Reasons for Non-Enrollment

Reason	Frequency
No Time	26
Rotating Shifts (Work)	10
Not Currently Enrolled	4
Work Load	3
No Available Classes	3
No Money	3
No Desire	3
Lack of Commitment	2
Family	2
Too Busy	1
Health Problems	1
Part Time Job	1
Other Ventures	1
Inconvenient	1
Anxiety in Starting	1
Not Interested	1

Table 38

Previous Courses or Training Other Than OG&E

Courses or Training	Frequency
Basic Computer	12
English and Math	9
Electronics	8
Business Courses	7
Working towards a Degree	6
Auto Mechanics	4
Air Conditioning	3
Cosmetology	1
Floral Design	1
Emergency Medical Training	1
Technical Drafting	1

Table 39

Courses Taken by Company Members Offered by the Company

Courses	Frequency
Computer Classes	34
Job Related Courses	20
Dale Carnegie	2
English Course	2
Math Course	1
Correspondence Course	1

Table 40

College Courses or Vocational Technical Training Requested

Courses	Frequency
Computer Classes	14
Degree Completion	11
Business Courses	6
Electronics	6
Technical Training	5
Engineering Courses	3
Environmental Courses	2
Not Sure	2
Math Courses	1
General Science Courses	1
Psychology	1
Welding	1
Heating and A/C	1
Flight Training	1
Graduate Degree	1

Table 41

Concerns or Problems

Concerns or Problems	Frequency
Work Schedule	23
Time	23
Family	14
Travel to Class	5
Money	4
Specialized Classes	3
Age	2
Motivation	2
Credit for Classes Already Taken	1
Out of Town Work	1

Table 42

Conditions

Conditions	Frequency
Work Schedule	16
Family	12
Extra Time	12
Specialized Classes	6
Money	3
Allowed to Attend Class	2
Area Based Job	2
Self Motivation	2
Job Opportunity	2
Credit of Courses Already Taken	1
Quality Instruction	1

Table 43

Non-Enrollment in a Workplace Extension Program

Reason	Frequency
Driving Distance	6
Time	3
Course Work	3
Family	1
Change of Environment	1
Age	1

Table 44

Completed College Hours by Gender

Variable	Female	Male
Hours		
0	8	17
3	0	1
5	0	1
6	1	3
8	0	1
12	1	1
14	0	1
18	0	1
19	1	0
21	0	1
25	0	1
26	1	0
29	0	1
30	0	2
31	1	0
32	0	1
35	0	1
36	2	0
37	1	0
39	1	0
45	0	2
50	0	2
57	0	1
60	1	5
62	0	1
63	1	0
65	0	1
70	0	1
72	0	1
75	1	0
80	0	1
83	0	1
85	0	1
88	0	1
90	2	0
100	1	0
106	1	0
120	0	1
124	0	1
125	1	0
126	1	0
130	0	1
132	0	2
140	0	1
164	0	1
175	0	1

Table 45

Completed College Hours by Marital Status

Variable	Single	Married	Divorced	Separated
Hours				
0	3	19	3	1
1	0	1	0	0
3	0	2	0	0
5	0	1	0	0
6	0	4	0	0
7	1	0	0	0
8	0	1	0	0
10	0	0	1	0
12	0	1	1	0
14	0	1	0	0
18	0	1	0	0
19	0	1	0	0
21	0	1	0	0
25	0	1	0	0
26	0	0	1	0
27	0	0	1	0
30	0	2	0	0
31	0	1	0	0
32	0	1	0	0
32	1	0	0	0
36	0	1	1	0
37	0	1	0	0
39	0	1	0	0
45	0	1	1	0
47	0	1	0	0
50	0	2	0	0
57	1	0	0	0
60	1	5	1	0
62	0	1	0	0
63	0	1	0	0
65	0	1	0	0
70	0	1	0	0
72	1	0	0	0
75	1	0	0	0
80	0	1	0	0
83	0	1	0	0
85	0	1	0	0
88	0	1	0	0
90	0	3	0	0
100	0	1	1	0
106	0	0	1	0
120	0	2	0	0
124	0	1	0	0
125	0	1	0	0
126	0	0	1	0

Table 45 (Continued)

Variable	Single	Married	Divorced	Separated
Hours				
130	0	1	0	0
132	0	2	0	0
140	0	1	0	0
150	0	1	0	0
164	0	1	0	0
175	0	1	0	0

APPENDIX F

INSTITUTIONAL REVIEW BOARD

APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: February 24, 1998 **IRB #: ED-98-073**

Proposal Title: NEEDS ASSESSMENT AND EDUCATIONAL PROGRAM DEVELOPMENT FOR THE EMPLOYEES OF THE OKLAHOMA GAS AND ELECTRIC COMPANY

Principal Investigator(s): Steve Marks, T.L. Woodward

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:
Please add Gay Clarkson, Institutional Review Board Executive Secretary, Oklahoma State University, 305 Whitehurst Hall, Stillwater, OK 74078, telephone (405)744-5700 to your letter. Please send a revised copy of same to the IRB office.

Signature: _____ Date: February 26, 1998
Chair of Institutional Review Board
cc: T.L. Woodward

VITA

T. L. Woodward

Candidate for the Degree of

Doctor of Education

Thesis: EDUCATIONAL NEEDS FOR THE EMPLOYEES OF OKLAHOMA GAS AND ELECTRIC COMPANY

Major Field: Applied Educational Studies

Biographical:

Personal Data: Born in Camp Pendleton Naval Hospital, San Diego, California, on March 1, 1951, son of Mr. and Mrs. T. L. Woodward, Sr.

Education: Graduated from Choctaw High School, Choctaw, Oklahoma, 1969; earned a Bachelor of Arts degree in Psychology from the University of Central Oklahoma, 1973; earned an Associates degree in Business Administration from Oscar Rose Junior College, 1982; earned a Master of Science degree in Natural and Applied Science From Oklahoma State University, 1996. Completed the requirements for the Doctor of Education in Applied Educational Studies at Oklahoma State University in July, 1999.

Experience: Instructor, Oklahoma Military Academy, Oklahoma Army National Guard, 1985-1994; Instructor, Regional Training Institute, Oklahoma Army National Guard, 1996-1998; Instructor, Command and General Staff College, United States Army Reserves, 1999; Adjunct, Oklahoma State University, 1998-1999. Field representative for the Oklahoma Gas and Electric Company.

Professional Memberships: The Honor Societies of Phi Kappa Phi and Kappa Delta Pi.