AN INVESTIGATION OF SKILL TRAINING PREFERENCES OF ADULTS IN THE MOORE-NORMAN VOCATIONAL-TECHNICAL SCHOOL DISTRICT 17

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Effective planning of adult training processes is essential in implementing programs of public adult education. The collection of data in this study of skill preferences and adult characteristics may assist in the planning and implementing of educational services. The purpose of this study was to identify selected factors that may influence the participation of adults in skill training programs in the Moore-Norman Vocational-Technical School.

A second purpose of the study was to identify selected personal characteristics of adults that may be prospective trainees in the school.

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CHAPTER I

INTRODUCTION

The cities of Moore and Norman, Oklahoma have joined together to form the Area Vocational-Technical School District 17. This district was composed of twenty-five census tracts in the Moore and Norman school districts. As a result of the cooperative effort of these two cities to set up a vocational-technical school, there exists a demand to obtain occupational information for program planning. The information may assist in ascertaining contemporary public interest factors and selected personal characteristics to provide information for development of vocational-technical programs.

Statement of the Problem

The Moore-Norman District 17 is currently engaged in planning and developing educational programs to serve the skill training needs of the district. Effective planning is dependent upon having valid data to identify pertinent training programs. Such planning would include skill training programs to meet changing industrial needs by providing adequate training for employment in existing, new, and changing jobs.

Specifically, the problem with which this study was concerned was the lack of information about the adult population in the District 17 Moore-Norman area for use in planning adult education programs.

Purpose of the Study

The major purpose of this study was to identify selected facts that may influence participation of adults in skill training programs. The questionnaire responses and the objectives of the study provided information relative to skill training preferences of adults in the Moore-Norman school district. Such information could be used to provide people in vocational and technical education with information that is useful in making decisions for program planning now and in the future.

A second purpose of this study was to identify selected personal characteristics of adults that may be prospective students in the vocational-technical school. It was hoped that research of this nature would provide conclusive data indicating the need for adult skill training in the district.

To accomplish these purposes, four objectives were stated. These objectives are listed in the following section.

Objectives of the Study

Objective Number One. Identify some of the personal characteristics of the adults in the sample.

Objective Number Two. Identify reasons that adults give for wanting to take skill training programs.

Objective Number Three. Identify factors which may prevent adults from participating in training programs.

Objective Number Four. Identify training purposes, i.e., what kinds of training programs do adults prefer.

Need for the Study

Hopkins (1970) designed and developed a state-wide system for location of vocational-technical centers in Oklahoma. The utilization of this system design indicated that District 17 in the Moore-Norman area was a desirable school site.

According to the Norman City Planning Office, only 70 percent of the youth in the age group actually graduate from high school and around 20 percent graduate from college. This leaves many people poorly prepared to live and achieve in a work-oriented society. This problem has been intensified in the Moore-Norman area where, according to the U. S. Census Bureau (1970) (1960-1970 Census), the population shows a 942 percent growth.

The Oklahoma Regents for Higher Education publication, Higher Education Opportunities and Needs in Oklahoma (1968), states that demands for vocational and technical education will skyrocket over the next decade. However, the report suggests that a majority of the graduates leave the state for employment. According to The Occupational Training Information System Cycle VI Report (1974), this is no longer necessarily the case because there are many local jobs available. Moreover, the population growth in the Norman-Moore area has created an increased demand for goods and services which has caused an increased need for trained personnel.

The need for this study was generated by this changing status of technical skill requirements of adult workers in new and existing jobs. Concern over the relationship between the educational establishment and the community results in disagreement over who should determine need, and the determination of adult need is no exception. Kempher's

study on determination of educational needs revealed that local directors of adult education rated themselves first in terms of competency to identify educational needs of adults (1953).

Dr. Clovis Weatherford (1974), superintendent of the Moore-Norman Vocational-Technical School did not share this view. His thinking was that analytical judgment based on preferred skills and characteristics of adults in the district was more dependable, hence, would result in more relevant curriculum and facilities planning. A more recent study by Baker (1973) indicated an agreement with the Moore-Norman administrators. According to Baker, by first identifying what kinds of learned behavior we desire then contrasting the learners' current skills with what we desire, we could identify any gaps between what we want and what we have. This difference is often referred to as student need. If a school district is trying to decide on the educational needs of the community around which to organize its educational efforts, it must isolate the most significant educational needs of the community.

Therefore, in order to identify information that can effectively be used to plan the programs in the Moore-Norman School Districts, the decision was made to go directly to the people to ask them what were their educational desires. Then educational goals could be set which were designed to meet perceived educational needs. Some of the information items needed to plan the skill training programs in the Moore-Norman District 17 were:

1. Age
2. Sex
3. Education
4. Employment

5. Previous vocational training
6. Mobility (willingness to move)
7. Financial difficulty
8. Child care problems
9. Transportation
10. Training preferences
11. Retraining
12. Training for new jobs.

Assumptions

The assumptions made were that the sample surveyed would be representative of the population in all the areas of the district. The responses on the questionnaire would be representative of most of the population's needs concerning skill training.

Other assumptions were that the respondents were capable of and in fact did reply in a way that reflected their feelings. It was assumed that the respondents in the sample were representative of the population, and the sample size was sufficiently large to represent the desired population. An additional assumption of this study was that the adults selected gave sincere responses to questions designed to elicit information necessary for the study.

Definitions

Sample. Those individuals in each census tract selected to respond to the study.

Population. All individuals 15 years old or older, as shown in the census, in the Moore-Norman school district who were not enrolled in a high school, college, or university.

Moore-Norman Vocational-Technical School District 17. The twenty-five census tracts in the Moore School District and the Norman School District combined to make the Vocational-Technical School District 17.

Census Tract. A small area of land arbitrarily established in urban and rural areas according to population characteristics, economic status, and living conditions. The average census tract has about 4,000 population. However, there are census tracts where the land area is such that there is zero population.

Area Vocational-Technical School. A school or program involving a large geographical territory usually including more than one local basic administrative unit. It offers specialized training to high school students who are preparing to enter the labor market. It also provides vocational or technical education to persons who have completed or left high school and are available for full or part-time study.

Vocational and Technical Education. Instruction designed to enable a person to succeed in an occupation requiring less than a baccalaureate degree and for which the Oklahoma State Department of Vocational and Technical Education reimburses the local school.

Mobility. The willingness of the respondents to move away from their homes or away from the Moore-Norman area.

Financial Difficulty. The financial burden that could be placed on an individual while enrolled in a skill training program.

CHAPTER II

REVIEW OF LITERATURE

Because of the specialized and technical nature of a number of jobs in the industrial world, it is becoming essential that training programs be designed to meet unique objectives. In this chapter a review of the literature relative to the characteristics of adult students seeking training in technical skills is made. The information of adult education is replete with suggestions of just what adult education is. However, little information was found about skill training needs and personal characteristics of adults. Some have suggested a philosophical approach, some a practical one. Most of the descriptions have seemed to reflect the background of the writer in the period of time during which the literature was documented. Each definition has been affected by the goals established by the writer in relation to particular needs. For example the involvement in agriculture extension education would dictate goals which were different from those directed toward the fields of vocational-technical training. Funds such as the Fund for Adult Education and the Great Books Foundation approach adult education in the area of liberal or general education. Harrison (1961) stated that "...adult education is a jumble, or at least a mosaic, impossible to reduce to order and neatness" (p. 313).

He added that all persons involved in adult education have attempted to institutionalize it in order to organize and administer it. This

review of selective studies of significant characteristics of adult students should help clarify some basic understandings of the field of adult education and societal responsibilities in relation to it.

The Adult Student

The preceeding paragraphs could be taken as indicative of large amounts of available documentation on adult education. However, a careful review reveals that the documentation on the adult student is actually quite limited. Venn (1970) illustrated the large numbers of students leaving school each year ill-prepared and poorly trained for skilled jobs. He identified them as high school graduates, dropouts, push-outs, wash-outs, rebellious, and by many other descriptive terms. According to Venn they are rebellious only in the sense that for most of them the subjects they have taken in school are of little interest.

Venn (1970) points out that as early as the 1860's professional competence and skills were in demand, but the colleges and universities trained the elite. Several acts such as the Hatch Act and Morrill Act were passed so that the students interested in Agriculture and Engineering could better develop their career skills. The subsequent Federal legislation has evolved to a level that directly deals with the student that can most benefit from skill training; the Vocational Education Act of 1963 and the 1968 Amendments include funds for the following students:

1. Training persons attending high school.
2. Preparing high school graduates or dropouts available for full-time study or for job entry.

3. Training or retraining persons in the labor market for advancement or job stability.

According to Venn (1970) federally aided programs of vocational-technical education have served to maintain, extend and improve vocational education courses and services to insure that adults have had access to vocational training and retraining that is realized in terms of employment opportunities. The local programs partially funded by the federal government have remained the permanent endeavors for preparing entrants for the labor force and improving the productivity of those who produce goods and services. Finally, according to Venn, the students in the MDTA programs who were classified disadvantaged--those who were least likely to be employed or, once hired, able to keep a job constituted 69 percent of the total enrollment in 1968.

In his book, Are They Ever Too Old to Learn? Long (1971) states that since 1959 three national surveys have been conducted to describe the adults who participate in educational activities. There were some differences in the statistical findings which not only include who the adult students were, but also include their characteristics. The review of literature on adult characteristics will be deferred to the following paragraphs in this chapter.

A study conducted by the U. S. Office of Education (1959) presented the distribution by the adults in the 105,560,000 eligible population, e.g. 20-29, 30-39, 40-59, 60+. This study included all adults regardless of socio-economic, race, sex or ethnic background. The persons actually participating included part-time college students and comprised 7.8 percent of the population.

A second study conducted by the National Opinion Research Center and summarized by Long (1971) estimated that approximately 25 million adults had participated in an educational activity during the year covered by the survey. The National Opinion Research Center survey revealed that 13.1 percent of the white adults attended compared to 7.6 percent of all other races. Among the adult females in the National Opinion Research Center survey, the percentage was about the same for white and non-whites. The age range in this study was not significantly different from the other study.

A third study conducted by the U. S. Bureau of Census (1971) presented participation of adults as full-time students. This document did not vividly label the adult study as indicated by Venn. Rather, the report showed the age ranges and the percentages in each range; by sex, race, and religion.

Johnstone (1964) observed a slight under-representation of Negroes when Negroes were compared with whites of similar background. A slight over-representation of married persons and under-representation of widows and widowers were reported. Other than age, parenthood was the only significant difference reported. Sixty percent of the participants had at least one child under 21--a six-to-five over-representation of parents.

> The first distinctive feature of the adult education participant is that he is younger than the 'average' American adult. The median age of the participants was 36½ years: this was better than six years younger than that found in the sample as a whole. Thus, over half of all participants were under 40 years of age, and nearly four in five were under the age of 50. In terms of rates of participation, moreover, there were vast difference between persons in different age brackets: the rate fell from a high of 29 per 100 among adults in their 20's to four per 100 among persons 70 or above (p. 104).

Characteristics of Adults

Allen (1959) stated that adults differ from youth in at least four different ways.

1. Adults had more experience simply because they had lived longer.
2. The adult not only had more experience but his experience was of a different quality.
3. The adult was very much oriented toward his immediate needs and toward application of his learning.
4. The adult differed in the manner in which he came into and perceived his ambitions (ERIC ED 045 950).

The adult often consideres the teacher to be a resource person rather than a transmitter of knowledge. The adult may be more self directing and autonomous, whereas the younger person may tend to rely more on the teacher. These concepts can be summarized by ten principles that are useful when training adults.

The adults:

1. Must want to learn.
2. Can diagnose their own needs.
3. Will learn only what they feel they need to learn.
4. Have different "development tasks" than do youth.
5. Learn by doing.
6. Learn best from realistic problems.
7. Experience affects their learning.
8. Learn best in an informal environment.
9. Prefer a variety of techniques in teaching.
10. Can evaluate their own progress regarding learning goals (ERIC ED 045 950).

Snyder (1971) conducted an adult characteristics study in the Harrisburg Area Community College in Harrisburg, Pennsylvania in which 998 adults responded to 1,231 questionnaires mailed out. The study attempted to answer such questions as:

1. What was their background?
2. Why did they attend?
3. What courses did they take?
4. What was considered to be academic success?
5. What evidence of personal or occupational development existed? (pp. 6, 9)

The age of the adults ranged from 21 to 65 with nearly half being between the ages of 21 and 24. Men were reported much younger than women with over half under 24 whereas only three-tenths of the women were in this age group. Over 70 percent of the men were ex-military and less than two-tenths enrolled after being full-time employed. Also, over eighty percent of the adults in both sexes were self-supporting. Seventy-five percent reported having one child or more. The observation was made that most of the married adults at Harrisburg Area Community College were sustaining normal family obligations.

The students were enrolled in a variety of program categories including:

1. Clerical
2. Semi-professional and technical
3. Managerial and office
4. Service
5. Sales
6. Skilled trades (pp. 6, 9).

About three fourths of the students were in career or occupational programs that prepared them for employment directly upon graduation. Men were enrolled in nearly twice as many career courses as were women. When asked why the adults were going to college over eighty percent responded that they were interested in self improvement, preparing for a better job, or preparing for employment. Another reason given was that some were going primarily for fun.

Seaman and Kohlev (1969) conducted seminar research on behavioral skill needs for basic adult education in the state of Mississippi. They reported that the characteristics revealed ranged from lack of confidence, economic poverty, fear of school, loss of interest in school to many other reasons.

The socio-economic level of the adults reported in the study ranged from extreme poverty to modest economic conditions. Almost two-thirds of the students in this study were women and more than two-thirds of these women were black. The mean age of the participants was 40.5 years and the median age was 40 years with males somewhat younger than females. The median age was almost the same for blacks and whites with a range from 21 years to over 60. Thirty percent of the participants were unmarried and eighty-six percent had fewer than four dependents. Although there were no specifically recommended skills in this study the emphasis was on the preparation of training programs for meeting employment needs (Seaman and Kohlev, 1969).

Long (1971) in his book Are They Ever Too Old to Learn? reported that in a social and demographic survey women participation for whites and non-whites was about the same. The study reported four distinct age groups; i.e., 17-24, 25-34, 35-44, and 45-54 with over 50 percent

between 17 and 24; 20 percent were 25-34; 14 percent were 35-44 and nine percent were 45-54.

The focus of the question was aimed at adults, what may be called young or old adults, and the ability of adults to learn. There existed some contradictions in the research reports, but adults at different abilities learned different things at certain age levels. These abilities were related, however, to interest, motivation, personal obligations and other factors.

Another report published by the U. S. Office of Education (1959) presents the age distribution of participants over six ranges which began at age 14 and included participants over age 75 years. Slightly over 70 percent of all ages participating was under 45. There was an almost equal representation of males and females chosen for the study.

Some of the characteristics of the study were race, religion, residence, marital status and employment status. The northeast, north central, and south were about equally represented with about 28 percent from each region. The west had only 12 percent representation. The participation involving race was an average of 95 percent white and five percent non-white. Less than three percent of the rural non-white participated and six percent non-white from the urban areas. The percentage of married adults was almost equal according to sex with approximately 70 percent married. The average family size was not included.

The review of literature revealed very little about who takes exactly what, but this report does break the occupations into eight categories. They included:

Professional, technical	24.7 percent
Farmers, and farm managers	4.2 percent
Managers, officials, & owners	11.6 percent
Clerical, sales	24.4 percent
Craftsman, foreman	13.1 percent
Operatives	10.8 percent
Service workers	7.0 percent
Laborers	4.2 percent

The median age of school completion was 12.6 years. This reflects an increase in educational attainment from 1940 when it was 10.3 years.

An analysis of participation in adult education conducted by the Bureau of Census (1969) reported the characteristics of adults according to age, race, and sex. The age range was 17 years to over 65 years. The results revealed that 21.1 percent of all males age 17 and over either participated in adult education or were enrolled as full-time students compared to 15.7 percent of all women in the same age range. The distribution ages percent of the sexes in all of the age groups was about the same. The percentages in the racial groups were reported considerably differently. Of the eligible population whites constituted 11.2 percent, Negro, 8.4 percent; and all other races, 12.1 percent.

Current Planning Practices

The current philosophy in adult education has been to avoid the term "curriculum" because of its association with childhood education. The term "program development" seems to be a little more useful in contemporary planning according to Johnson and Ulmer (1972).

In order to implement program planning a number of factors must be considered. Namely, the interest of the adult and the adult's needs. According to Johnson and Ulmer (1972) research studies have shown that needs do vary according to such factors as:

1. Age
2. Sex
3. Income
4. Marital status
5. Educational level
6. Job

For example, people over age 65 may be interested in philosophy and religious topics; while younger people may be more interested in getting a better job.

There are many ways of developing program planning processes. Johnson and Ulmer (1972) have recommended seven steps in program planning. They were:

1. Creating a climate for planning and participation.
2. Establishing the machinery for program planning.
3. Identifying needs and interests.
4. Establishing goals and objectives.
5. Designing the program; selecting appropriate methods, techniques and materials and organizing sequential learning experiences.
6. Administering or actually operating the program.
7. Evaluating and replanning the program (p. 8).

Sometimes the question arises, "Which should have priority in program planning, needs or interests?" In most cases the need for or purpose of a program should be clearly defined or program planning

breakdown may occur. These needs may be met by attaining general goals. Or needs may be met by taking a specific course directly related to the individual interest of the student (McMahon, 1970).

According to Venn in the Handbook of Adult Education (1970), adult education has been considered to be a process rather than a program--development of the individual for social, economic and occupational competence. Adult education can be classified as either preparatory or supplementary programs. Or it can be divided into federally-funded and non federally-funded programs. According to Harrison (1966), up until 1966 the State of Oklahoma provided no funds for adult education. However, according to the Adult Education Handbook (1970), there have been a number of federally funded adult programs in recent years. Namely MDTA and the Vocational-Technical Amendments of 1968 to name only two types. These programs were designed to aid the local community on a sharing funds basis (with the federal providing considerably more than the local) to assist in the training of adults. The private sector of adult education consists of member schools of the National Association of Trade and Technical Schools, the National Home Study Council, and other industrial labor union or church related schools.

Perhaps the planning document that is most useful in adult program planning is the Occupational Training Information System (OTIS) Cycle VI Report (1974). The purpose of this report was to enumerate data on manpower supply and demand requirements in Oklahoma. The student supply and job demand were classified according to occupational number in cooperation with the Oklahoma Employment Security Commission, places of employment, and the Research Coordinating Unit at Stillwater, Oklahoma. The information is then disseminated to appropriate agencies for planning purposes.

Finally, according to the late John Fitzgerald Kennedy (1965), in the first report on manpower needs,

> Manpower is the basic resource. It is the indispensible means to converting other resources to mankind's use and benefit. How well we develop and employ human skills is fundamental in deciding how much we will accomplish as a nation. The manner in which we do so will, moreover, profoundly determine the kind of nation we become (p. 39).

CHAPTER III

METHODOLOGY

The purpose of this study was to identify selected factors that may influence participation of adults in skill training programs at the Moore-Norman Vocational-Technical School. The review of the literature revealed much information about adult education, but little information was found concerning adult training needs and personal characteristics. The problem with which this study was concerned was the lack of information concerning the adult population in the Moore-Norman District 17 that could be used for planning adult education programs. The review of the literature disclosed a number of adult characteristics that were important for identification of factors useful in educational planning in the Moore-Norman district.

The need was to find selected factors that may influence skill training programs. Hence, the purpose of this chapter is to describe the population, the sample, the method of instrument design, the procedure of data collection and the analysis.

The Population

According to the Bureau of Business and Economic Research (1974), the total population, as of January 1, 1974, in the 25 census tracts in the Moore-Norman school districts was 95,617. This population figure included all sex and age groups. The population for this study, however,

was limited to five age groups with a total number of 71,369. They are ages 15-19, with 11,170; 20-29, with 22,908; 30-39, with 13,734; 40-59, with 15,560; and 60+ with 7,997 as shown in Table I. The Bureau of Business and Economic Research reports only 3.7 percent non-whites in the total population. The population also includes an economic range from one percent earning annual incomes of $1,000 or less to one percent earning over $50,000 with a median annual income of $8,463. The percentage of educational attainment is not available but according to the 1970 census the Norman City Planning Office (1970), the percentage of people graduating from high school was approximately 70 percent of the age group and approximately fourteen percent graduating with four years of college.

TABLE I

POPULATION OF THE ADULTS IN THE MOORE-NORMAN SCHOOL DISTRICT USED IN THIS STUDY

	Sex				Total	
	Male		Female			
Age	Number	Percent	Number	Percent	Number	Percent
15-19	5,760	16.8	5,410	15.5	11,170	16.3
20-29	11,620	33.8	11,288	32.3	22,908	33.1
30-39	6,004	17.4	5,730	16.4	13.734	16.8
40-59	7,650	22.2	7,910	22.7	15,560	22.3
60+	3,445	9.8	4,552	13.1	7,997	11.5
Total	34,479	100.0	34,890	100.0	71,369	100.0

Selection of the Sample

The selection of the sample included five adults in each of twenty-five census tracts. However, two of the census tracts had zero population and one was at a socio-economic level greatly above that of the others. These three tracts were omitted leaving twenty-two in which a sample could be selected (see results). The sample therefore included a total of 110 respondents. The five adults from each of the census tracts were selected from single dwelling households. The middle even numbered house in a chosen block was selected, and no more than one individual in the house in one block was surveyed. There were more than five blocks in each census tract but the sample was limited to five households per tract. Some of the blocks in the census tracts had no uniform consistency, i.e., some of the streets were winding and some were approximately a mile long with no break in the block. The investigator chose blocks that seemed to be representative of the census tract. When five respondents from each tract had been interviewed, the interviewer moved to the next tract.

The original intent for surveying the rural areas was to select one even numbered mailbox in each square mile and only one house per square mile. However, the rural roads were platted with street names and numbers. Hence, an even numbered house was selected per square mile and no more than one house per square mile was selected. After driving through the area houses which seemed to be representative were chosen.

College students and high school students were excluded from the study because they were already in school. Apartment houses were also

excluded from the study because Dr. Clovis Weatherford, superintendent of the Moore-Norman Vocational-Technical School, and members of his staff felt that using only single dwelling households would provide information that would satisfy the needs of the study. He was familiar with the area and recommended that college students, high school students, and apartments be excluded (1974).

The census tracts are laid out according to population and area. Consequently, a majority of the respondents surveyed were from the Norman area. In the participant selection process an effort was made to insure that the participants were interested in the survey. If a respondent happened to be a student or expressed a lack of interest, he was disqualified. In the event an individual was disqualified, the investigator would go to the middle even numbered house in the next block.

There was no systematic randomization of the selection process. With a census map, the surveyor drove or walked along the streets or rural roads and selected an even numbered house near the middle of the block. A total of four students were contacted and were replaced with respondents from other blocks. Four respondents interspersed in other census tracts also did not respond to the study and were not replaced in the study, but rather were used as part of the sample as shown in the results in Chapter IV.

Instrument Design

The instrument was designed to answer questions about the following characteristics in relation to job selection:

1. Age
2. Sex
3. Education
4. Employment
5. Previous vocational training
6. Mobility (willingness to move)
7. Financial difficulty
8. Child care problems
9. Skill training preferences
10. Retraining
11. Training for new jobs.

The questionnaire, as shown in Appendix B, was designed as a result of several discussions with Dr. Clovis Weatherford, superintendent of the Moore-Norman Vocational-Technical School, to determine what he felt would be helpful in determining the needs of adults for setting up skill training programs. The questionnaire was designed to obtain personal information necessary to analyze the relationships sought by the research questions. A special effort was made to design the personal data part of the questionnaire which was straight-forward enough to obtain relevant information without being unnecessarily personal. The questionnaire also contained a selected list of training skills that the interviewees may have been interested in selecting. All the training skills were taken from the Occupational Training Information System Cycle VI Report (1974). Further, there was space included for additional training skills that were not included in the survey list.

The investigator received suggestions and changes in the questionnaire from his doctoral committee then pre-tested the questionnaire on

three individuals, not included in the survey, including one psychometrist. After sample selection was completed the survey questionnaire was administered to the selected sample.

Data Collection

The questionnaire contained items which attempted to ascertain certain characteristics of the respondent as well as a selected list of possible training skills. The questionnaire was personally presented to the selected respondents with a letter of introduction as shown in Appendix A. Additional information was presented, if necessary, for clarification.

Some respondents were unwilling to be interviewed until the investigator explained that the survey was associated with the vocational-technical school. The personal interview method of collection was chosen because as high a response rate as possible was wanted. The intent of the study was to determine how many individuals wanted to take skill training courses so a high return rate was important. The personal contact also aided in clarification of the intent of the survey.

The first several respondents were given the questionnaire and told they could complete the questionnaire at that time, or, if they chose, they could mail it to the investigator or it would be picked up in two weeks. However, after the explanation of the purpose of the interview and the interest shown, in the school, the interview forms were completed at the time of the presentation. In fourteen instances the respondents chose to keep the questionnaire; in which

case a self-addressed stamped envelope was given to them and the questionnaire was received shortly thereafter. It was not necessary to return to pick up any of the questionnaires. As a result of the willingness to participate in the survey, 106 interviewees taken from a sample of 110 households responded. Details of the responses are presented in Chapter IV.

Treatment of Data

Three methods were used for the treatment of data in this study. Percentages were used according to age and sex category to determine the percentages of the respondents that selected jobs in each job category. A percentage projection was made, according to age and sex category, to the district population based on the percentage of response in each job category in the sample. There was a need for determining if the respondents in the sample were significantly different from the population in the Moore-Norman district. Chi Square was applied using percentage calculations according to age group and sex in the total population as the observed frequencies. Percentage calculations according to age and sex in the sample were used as expected frequencies. Chi Square was statistically treated using these criteria and there was no significant difference in the population and sample as shown in Appendix D. Data related to social and personal characteristics were analyzed using percentages.

CHAPTER IV

RESULTS

The purpose of this study was to identify selected factors that may influence participation of adults in skill training programs in the Moore-Norman Vocational-Technical School. Results of analyses of the data from the survey instrument and personal contact at the time of the interview were utilized in this study and are presented in this chapter. Summary, conclusions and recommendations based on these results are presented in Chapter V.

The analyses are presented in four sections. First, data relative to selected personal and social background characteristics are presented. A discourse will be presented in the second section on the respondent's present interest in adult training, job position and employment status. The third section will include selected personal services for the potential adult trainees. The fourth section will include possible skill selection preferences according to choice relative to the sample and total population.

Personal and Social Background Characteristics

The data for this study was obtained from 110 adults actually responding to the survey in the Moore-Norman school district. Twenty-two of the twenty-five census tracts in the district were used and five (5) respondents from each of the twenty-two census tracts responded to

the study. After the survey was conducted, two of the census tracts were eliminated because of zero population, i.e., tracts 2012 and 2017. Census tract 2017 is located where a U. S. Navy Base was once located. Census tract 2012 is a newly platted land area with no construction. Census tract 2019 was also eliminated because of a socio-economic level different from the other respondents and had no interest and no response to the study. This census tract is adjacent to Oklahoma City and the South Oklahoma City Vocational-Technical School, but in the Moore School District. The tract had expensive homes or tenament houses. The people contacted in this tract expressed that they were not interested in the study because they were too old, retired, or migrant; as a result no names or data were obtained. In the twenty-two census tracts 106 of 110 respondents or 96.3 percent completed the form. The remaining four non-respondents were interspersed in the census tracts and were, therefore, considered part of the study. They were interested and sympathetic but expressed that they were too old to be concerned with filling out a questionnaire. Hence, since this study was concerned with determining training needs rather than decision making points on which to offer training programs, these individuals were excluded from the study because no data were collected from them.

Age and Sex of Adult Respondents

All of the respondents were out of high school; they had either quit or graduated. The age groups included in the study were separated into five divisions; 15-19, 20-29, 30-39, 40-59, and 60+. The number and percent in each age group was: 15-19, 4 with 3.78 percent; 20-29, 28 with 26.4 percent; 30-39, 29 with 27.4 percent; 40-59, 34 with 32.0

percent, and 60+, 11 with 10.3 percent. The sex ratio in the sample showed a slight majority of male respondents interested in skill training with the male sample indicating 54.8 percent and the female sample indicating 45.2 percent. The age and sex distribution of the adult respondents are shown in Table II. The total number and percent are also given. The four female respondents who would not participate in the study are not included in the table.

TABLE II

AGE AND SEX DISTRIBUTION OF THE ADULT SAMPLE
(NUMBER OF RESPONDENTS)

	Sex		Total	
Age	Male	Female	Number	Percent
15-19	3	1	4	3.78
20-29	14	14	28	26.45
30-39	19	10	29	27.4
40-59	16	18	34	31.1
60+	6	5*	11	10.3
Total	58	48	106	100.0

*Note: The four female respondents that did not respond to the survey were not included as respondents because no data are available on them.

The evaluation of the study revealed that 58 males and 48 females--a total of 106 adults--responded to the survey. The discourse in this chapter treats the respondents of the entire sample in the sections on age, sex and education. Since the "no" respondents were not required to complete the survey beyond question 14, "Would you be interested in taking a skill training course at the Vo-Tech School?" (see Appendix D), data were not collected and, therefore, could not be treated in the study. The percentages of respondents and non-respondents are presented in Table III according to age and sex groups rather than for the total sample.

TABLE III

AGE AND SEX OF RESPONDENTS AND THE RESPONSES GIVEN*

	Male				Female			
		Percent				Percent		
Age	No.	Yes	No	Maybe	No.	Yes	No	Maybe
15-19	3	5.2	0	1.7	1	2.08	0	0
20-29	14	13.8	5.18	5.18	14	12.5	6.26	10.2
30-39	19	20.7	6.9	5.18	10	4.17	8.35	8.35
40-59	16	6.9	15.5	5.18	18	8.35	16.7	12.5
60+	6	3.45	6.9	0	8	2.08	8.35	0
Total	58	50.05	34.48	17.24	48	29.18	39.66	31.05

*Note: All percentage values are values according to sex and age group

These are the questions that are related to the data in Table III.

1. Are you Male or Female?
2. Age Range?
3. Would you be interested in taking a skill training course at the Vo-Tech School? Yes, No, Maybe

Educational Attainment of Respondents

The section on education shows the respondents in the complete sample. Thereafter, the results will primarily treat the sample with positive responses and extrapolate the sample to the total population of the Moore-Norman School District.

The educational attainment of the adult respondents is shown in the following tables. A majority of the respondents have finished high school. However, a large number of the respondents had no college training (65 percent) with only 23.6 percent having finished more than four years of college training and 14.3 percent finishing only four years of college. The Moore-Norman School District is in an area where many colleges and institutions of higher education are located.

The respondents reported that twenty-two percent had taken vocational training in high school and thirty-five percent were working in the job related to their high school training. Most of the vocational training was secretarial or home economics. At the time of the interview, 5.2 percent were presently taking a skill training course and sixty-six percent of those taking training were intending to work in the field in which they were training. Twenty-six percent of the sample had taken a short course and forty-one percent were working in that area. The educational attainment of the respondents is shown in Tables IV and V.

TABLE IV

EDUCATIONAL ATTAINMENT OF THE SAMPLE
(MALES)

(All Values are Percentages)

	High school graduate		College							V-T Training in high school		Are you working in a job related to the skill you took in high school		Presently enrolled in a skill training program		Have you taken a short course in the past	
Age	yes	no	0	1	2	3	4	5	6+	yes	no	yes	no	yes	no	yes	no
15-19	3.5	1.7	6.8							3.5	1.7	3.5	1.7		5.2		5.2
20-29	20.7	3.5	13.8	1.7	1.7		3.5	3.5		5.2	17.2		24.2	3.7	20.7	7.0	17.2
30-39	27.6	5.2	17.2	8.1		1.7	1.7	1.7	1.7	12.1	22.4	1.7	31.1	1.7	31.1	12.0	20.7
40-59	20.7	6.8	17.2	3.5	1.7		1.7		5.2	1.7	26.0	1.7	25.7		27.6	13.8	13.8
60+	5.2	5.2	3.5	1.7	1.7		1.7		1.7		10.4		10.4		10.4		10.4
Total	77.7	22.4	58.5	15	5.1	1.7	8.6	5.2	8.6	22.5	77.7	6.9	93.1	5.2	95.0	32.8	67.3

The figures in the table are percentages of individuals indicating educational attainment in each educational category.

TABLE V

EDUCATIONAL ATTAINMENT OF THE SAMPLE
(FEMALES)

(All Values are Percentages)

	High school graduate		College							V-T Training in high school		Are you working in a job related to the skill you took in high school		Presently enrolled in a skill training program		Have you taken a short course in the past	
Age	yes	no	0	1	2	3	4	5	6+	yes	no	yes	no	yes	no	yes	no
15-19	2.1		2.1								2.1				2.1	2.1	
20-29	29.1		18.8		4.2	4.2		2.1		10.4	18.8	2.1	27.1		29.1	6.3	22.9
30-39	14.5	6.3	14.5			2.1	2.1		2.1	4.2	16.6	2.1	18.3		20.8	4.2	16.6
40-59	27.1	10.4	27.1	2.1		2.1	2.1	2.1		4.2	31.1	4.2	37.4		37.4	4.2	33.1
60+	8.3	2.1	8.3				2.1				10.4		10.4		10.4	2.1	8.3
Total	81.1	18.8	70.8	2.1	4.2	8.4	6.3	2.4	2.1	18.8	79.0	8.4	93.7		99.8	19.1	80.9

The figures in the table are percentages of individuals indicating educational attainment in each educational category.

Reasons for Leaving School

The reasons given for leaving both high school and college were as varied as the individuals. The most frequently used reasons were "got married" with 3.6 percent for high school students and 3.4 percent for college students; "had to go to work" for high school students, 7.2 percent and 4.5 percent for college students. Or the individual just wanted to quit. Tables VI and VII present the reasons given for leaving high school and college as well as a breakdown according to age and sex. The ages shown are the ages of the respondents at the time of the interview. These reasons for leaving represent some of the alternatives of completing school.

Present Employment

Excluding the seventeen homemakers, four retired, and three physically handicapped respondents, only four respondents indicated they were unemployed. This represents 3.78 percent of the sample and if this was representative of the Moore-Norman population, the unemployment rate in this area was well below the national average. The range of job titles in the interview represented sixty-five occupations.

There were no medical doctors or lawyers included in the sample. The interviewer did not inquire, but many of the housewives could have been the spouse of a professional person who was not indicated in the data. Table VII shows the present employment title, status and percentage in each occupation. The percentages were taken from the total sample.

TABLE VI

REASONS FOR LEAVING HIGH SCHOOL

(All Values are Quantitative)

Reason	Age									
	Male					Female				
	15-19	20-29	30-39	40-59	60+	15-19	20-29	30-39	40-59	60+
1. Got married				1				3	1	
2. No money					1				1	
3. Don't learn anything	1									
4. Enlisted in Navy		1								
5. Had to go to work			1	1	1		1			1
6. Did no offer high school					1					
7. Joined Army--too smart for high school			1							
8. Wanted to quit									1	
9. Illness of parent			1							
10. Left home--run away										1
11. To take a job										

TABLE VI (CONTINUED)

Reason	Age									
	Male					Female				
	15-19	20-29	30-39	40-59	60+	15-19	20-29	30-39	40-59	60+
12. Went to work									2	

TABLE VII

REASONS FOR LEAVING COLLEGE

(All Values are Quantitative)

Reason	Age									
	Male					Female				
	15-19	20-29	30-39	40-59	60+	15-19	20-29	30-39	40-59	60+
1. Went to work		1	1						1	
2. Unable to work full-time and carry full load				1						
3. Military		1	1							
4. Finances		1		1						
5. Marriage							3	1	1	
6. Went to Business College					1			1		
7. Not applicable to my ambitions			1							
8. Accident	1									
9. Married, lost interest							1			
10. Just audited courses, no credit									1	

TABLE VII (CONTINUED)

Reason	Age									
	Male					Female				
	15-19	20-29	30-39	40-59	60+	15-19	20-29	30-39	40-59	60+
11. To gain full time employment		1								
12. Family-finances-time		1								

TABLE VIII

PRESENT EMPLOYMENT STATUS

(All Values are Percentages)

Title	Status		
	Full-Time	Part-Time	Unemployed
1. Accounting	0.95		
2. Actuary	0.95		
3. Area Coordinator	0.95		
4. Assistant Manager, Lumber Company	0.95		
5. Bookkeeper	0.95		
6. Brick Layer	0.95		
7. Buyer	1.88		
8. Cab Dispatcher		0.95	
9. Carpenter	0.95		
10. Civil Engineering	0.95		
11. Clerk, Parts and Shipping	0.95		
12. Clerk Typist	0.95		
13. Computer Programmer	0.95		
14. County Commissioner	0.95		
15. Credit Manager	0.95		
16. Custodial Foreman	1.88		
17. Curtain Hanger		0.95	
18. Department Superintendent	0.95		
19. Director, Food Services	0.95		
20. Dressmaker	0.95		

TABLE VIII (CONTINUED)

Title	Status		
	Full-Time	Part-Time	Unemployed
21. Deputy County Clerk	0.95		
23. Editor	0.95		
24. Electronics Technician	0.95		
25. Frameman, S.W. Bell		0.95	
26. Heating and Air Conditioning Service	0.95		
27. Homemaker	16.0		
28. Inventory Clerk	0.95		
29. Limousine Owner	0.95		
30. Machinist	4.7		
31. Maintenance Man	3.78		
32. Manager, Investigation	0.95		
33. Military	0.95		
34. Minister		0.95	
35. Motor Rewinder	0.95		
36. Nurses' Aide	0.95		
37. PBX Operator	0.95		
38. Physical Disability	2.83		
39. Plumber	0.95		
40. Post Tensioning	0.95		
41. Professor	2.83		
42. Real Estate Sales		0.95	
43. Recruiter	0.95		

TABLE VIII (CONTINUED)

Title	Status		
	Full-Time	Part-Time	Unemployed
44. Registered Nurse	2.83		
45. Retired	3.88		
46. Sales, child care programs		0.95	
47. Secretary	1.88		
48. Self-Employed	1.88		
49. Self-Employed Painter	1.88		
50. Service, Telephone Booths		0.95	
51. State Supervisor	0.95		
52. Store Clerk	0.95		
53. Service Station Dealer	0.95		
54. Teacher Aide	0.95		
55. Technical Writer	0.95		
56. Tester		0.95	
57. Tire Builder	0.95		
58. Tire Service	0.95		
59. Truck Driver	0.95		
60. Unemployed			3.78
61. Waitress		0.95	
62. Ward Clerk	0.95		
63. Warehouseman	1.88		
64. Water Department Service	0.95		

Note: Homemakers were listed as full-time status in the table.

Present Interest in Adult Training

Item 14 on the questionnaire asked, "Would you be interested in taking a skill training course at the Vo-Tech school?" Tables II and III show the number of responses and percentages of the age groups and sex of the sample. The subsequent item numbers require only the yes and maybe responses. The number of yes, no, and maybe responses and the percentages for age ranges and sex are shown in Table IX. The percentage figures were calculated for the entire sample. The percentage figures were then extrapolated to the population in the Moore-Norman District issued by the U. S. Census (1970) and tested for sample comparison. The population figures shown are actually figures that were obtained as of January 1, 1974. The population showed an increase of 18.3 percent from the 1970 Census according to the Bureau of Business and Economic Research at the University of Oklahoma (1974). The total population age ranges according to sex are shown in Table X.

Present Reason for Taking Skill Training

The reasons the respondents would be taking the skill training course were asked on Item 15. The data indicates the percentage of responses for each person was approximately the same. The respondents who were employed were seeking improvement of their skills. When the interviewer asked if they were satisfied with their jobs, many replied that they were but would like to improve their skills. However, many wanted to improve their skills in order to help them change jobs.

TABLE IX

NUMBER AND PERCENT OF RESPONSES TO THE SAMPLE ACCORDING TO AGE AND SEX

	Male								Female							
	Yes		No		Maybe		Total		Yes		No		Maybe		Total	
Age	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
15-19	2	3.44	0	0	1	1.72	3	5.16	1	2.08	0	0	0	0	1	2.08
20-29	8	13.8	3	5.18	3	5.18	14	24.16	6	12.5	3	6.26	5	10.2	14	29.0
30-39	12	20.7	4	6.9	3	5.18	19	32.78	2	4.17	4	8.35	4	8.35	10	20.77
40-59	4	6.9	9	15.5	3	5.18	16	27.58	4	8.35	8	16.7	6	12.2	18	37.25
60+	2	3.44	4	6.9	0	0	6	10.34	1	2.08	4	8.35	0	0	5	10.34
Total	28	48.28	20	34.48	10	17.26	58	100.04	14	29.18	19	39.66	15	31.05	48	100.04

Note: Present in Adult Training

TABLE X

POPULATION OF MOORE-NORMAN ADULTS
COMPARED TO THE AGE RANGE
AND SEX IN THE SAMPLE

	Male		Female		Total	
Age	No.	Percent	No.	Percent	No.	Percent
15-19	5,760	16.8	5,410	15.5	11,170	16.3
20-29	11,620	33.8	11,288	32.3	22,908	33.1
30-39	6,004	17.4	5,730	16.4	13,734	16.8
40-59	7,650	22.2	7,910	22.7	15,560	22.3
60+	3,445	9.8	4,552	13.1	7,997	11.5
Total	34,479	100.0	34,890	100.0	71,369	100.0

Getting a new job was also popular in the survey. Women who were housewives or whose children were grown to the point where the respondent could go to work were seeking skill training to get a new job. The men who were ex-military or retiring from government service were also seeking skill training to get new jobs. Two of the male respondents who were disabled in the Army were seeking skill training because of the boredom they find sitting at home.

The quantity of male respondents and percentage of each interest is shown in Table XI and the quantity and percentage of female respondents is shown in Table XII. The percentages were calculated from the total sample according to sex. The percentages in these tables may show

TABLE XI

REASONS GIVEN BY MALES INTERESTED IN SKILL TRAINING

Age	Number of Responses: Yes	No	Maybe	Would you be taking the course for: (All Values are Percentages) Help on your job	Hobby	Help you change jobs	Get a new job
15-19	2	0	1	1.74**		3.44	
20-29	9	3	4	3.44* / 3.44	1.74	5.18 / 1.74	5.18 / 1.74
30-39	21	4	5	8.35 / 1.74	13.8 / 5.18	8.35 / 1.74	8.35
40-59	6	9	3	5.18 / 3.44	1.74	1.74	
60+	2	4	0	1.74	1.74	1.74	
Total	38	20	14	18.67* / 10.36**	19.02 / 5.18	20.45 / 3.48	13.53 / 1.74

*Percentages of yes responses
**Percentages of maybe responses

TABLE XII

INTERESTS OF FEMALES IN SKILL TRAINING

Number of Responses			Would you be taking the course for: (All Values are Percentages)									
Age	Yes	No	Maybe	Help on your job		Hobby		Help you change jobs		Get a new job		
15-19	1	0	0							2.08		
20-29	8	3	4	2.08*	4.17**	4.17	2.08	6.26	6.25	4.17		
30-39	2	4	4	2.08	2.08		4.17		2.08	2.08		
40-59	6	8	7	2.08	2.08	6.26	8.35	2.08	2.08	2.08		2.08
60+	1	4	0			2.08						
Total	18	19	15	6.24*	10.33**	12.51	14.60	8.34	10.42	10.41		2.08

*Percentages of yes responses
**Percentages of maybe responses

different values because some respondents indicated more than one reason for taking a course.

Mobility

Thirty-six percent of the males and fifty-four percent of the females expressed that they were not willing to move out of the Moore-Norman area. The technological society in which we live, in certain instances, requires some mobility, i.e., it requires people to move to new locations for new jobs or to re-locate for the same job. According to question 16 on the survey instrument, the majority of the sample were unwilling to move away from the area. The males indicated a greater willingness to move than did females. Fifteen percent of the males were willing to move within 50 miles. This would still permit them to remain in the Oklahoma City Metropolitan Area. Ten percent were willing to move over 200 miles which, in most cases, would mean leaving the state.

The women were more adament in their unwillingness to move. Fifty-four percent were unwilling to move at all and only six percent were willing to move at least some distance. Only one female, a machinist, expressed an interest in moving over 200 miles.

The mobility responses are shown in Table XIII. The table is segmented into age range and sex. All the values are in percentage figures, but attention should be drawn to the fact that the percentages do not total 100 percent. The percentage was calculated on the total sample and individuals who had "no" responses are included in the total sample but not in the calculation.

TABLE XIII

MOBILITY

	Male					Female				
	Miles					Miles				
Age	0	50	100	150	200+	0	50	100	150	200+
15-19		1.72	1.72	1.72		2.1				
20-29	8.6	8.6			1.72	16.7	4.2			2.1
30-39	15.5	5.2			5.2	18.8				
40-59	8.6				3.5	14.6				
60+	3.5					2.1				
Total	36.1	15.52	1.72	1.72	10.42	54.3	4.2			2.1

Preferred Attendance

The respondents indicated by the survey they wanted to go to school and were willing to go the necessary hours it would take to learn a new skill or to improve the skill in which they were engaged. Response 19 on the survey instrument was not a clear question to some of the respondents. The question was explained that some courses could be short in nature and some courses could include the instruction of a complete skill and may take longer than the eight weeks shown on the response. The suggestion was made by the interviewer to "write in" "until the course is complete." The respondents understood this and fully agreed, hence, responded accordingly. Twenty-nine percent of the males preferred the "until the course is complete" and twenty-one percent of the females preferred it.

The majority of the respondents preferred to go to school at night. They preferred to go three hours per day and three days per week. Table XIV and Table XV show the responses and preferred attendance times for the adult training. The adults indicated they wanted to attend "hands-on" courses. The majority of the respondents verbally indicated that if they took a skill training course, they wanted to do practical exercises, therefore, no response was made to question 21, "Would you be interested in taking a closed circuit television course?"

Costs Per Clock Hour

One question on the survey questionnaire dealt with the students' willingness to pay for skill training. Some respondents thought that

TABLE XIV

PREFERRED ATTENDANCE OF MALES IN VOCATIONAL-TECHNICAL TRAINING

(All Values are in Percentages)

Age	Morning	Afternoon	Night	Clock Hours Per Day				Days Per Week				Number of Weeks		
				1	2	3	4	1	2	3	4	6	8	Complete Course
15-19	1.72		3.5		1.72	1.72	1.72		1.72		3.5	1.72		3.5
20-29	1.72	3.5	13.8			7.0	7.0		7.0	10.4	3.5	1.72	10.4	7.0
30-39	3.5		27.0	1.72	27.0	12.0	5.2		7.0	13.8	5.2		13.8	12.0
40-59			12.1		8.6	3.5		1.72	7.0	5.2			5.2	7.0
60+	1.72		1.72		1.72	1.72				5.2		1.72	1.72	
Total	8.66	3.5	58.12	1.72	19.04	25.94	13.92	1.72	22.7	34.6	12.2	5.16	31.12	29.5

Note: Since there were no requests for two and four weeks courses they were not included in the table.

TABLE XV

PREFERRED ATTENDANCE OF FEMALES IN VOCATIONAL-TECHNICAL TRAINING

(All Values are in Percentages)

Age	Morning	After-noon	Night	Clock Hours Per Day 1	2	3	4	Days Per Week 1	2	3	4	Number of Weeks 4	6	8	Comp. Cour.
15-19			2.1			2.1				2.1					2.1
20-29	4.2	4.2	10.4		2.1	10.4				10.4	2.1			4.2	8.4
30-39	2.1		4.2			6.3			4.2	2.1					6.3
40-59	2.1		8.4		6.3	4.2		4.2	2.1	4.2		4.2	2.1		4.2
60+															
Total	8.4	4.2	25.1		8.4	23.0		4.2	6.3	18.8	2.1	4.2	2.1	4.2	21.0

Note: Since there were no requests for two-weeks courses they were not included in the table.

since the school was a public facility, no costs were involved. Other respondents were quite aware of the expense of operating an educational facility and were willing to finance any educational activity in which they were engaged.

The interviewer explained that these classes were being designed primarily for adults on a special skill training program basis. Fees for specially hired teachers were necessary and costs of materials had to be paid. The interviewer also explained that the study was being made in advance for assistance in preparation of special purpose rooms. After the respondents understood the reason for fees they were more than willing to respond to the question. Tables XVI and XVII show the distribution of the number, percent and costs per clock hour the respondents were willing to pay. The study revealed that only two respondents were unwilling to pay a fee for training. The distribution of the responses are arranged according to age range and sex. The females were more willing to pay more per class hour per age group than males, with the exception of the males over sixty; there were no female respondents over sixty who were interested in taking a skill training course.

Personal Services

Table XVIII presents the results of the need for personal services. Women were the only respondents who indicated a need for these services. Baby sitting comprised the largest demand for personal services. The women in the 15-19, 20-29, and 30-39 age ranges were the only ones who indicated a need for baby sitting services. Four of the nine "yes" responses in this age group or 44.5 percent indicated a need for these

TABLE XVI

COSTS PER CLOCK HOUR FOR MALES

Age	Number of people (Would you be willing to pay a small fee) Yes	No	Percent	Cost per Clock Hour $0.50	0.75	1.00	1.00+	Average Cost Per Person
15-19	3		5.35	2		1		$0.66
20-29	9	9	19.0	1	4	3	1	0.68
30-39	15		26.9	4	5		6	0.77
40-59	5		8.6		2	1	6	0.68
60+	2		3.4		1		1	1.14

TABLE XVII

COSTS PER CLOCK HOUR FOR FEMALES

Age	Number of people (Would you be willing to pay a small fee) Yes	No	Percent	Cost per Clock Hour $0.50	0.75	1.0	1.00+	Average Cost Per Person
15-19	1		2.1		1			$0.75
20-25	11		23.0		9	2		0.80
30-39	7		14.5	2	4	2		0.71
40-59	9		18.7	1	5	2	1	0.81
60+	0		0					0.0

services and four of ten of the "maybe" responses in this age group or 40 percent also indicated a need for baby sitting services. Table XVIII shows the percentage according to the female sample and population which shows a demand of 16.8 percent. Transportation, particularly in the low income districts represents a need of 6.25 percent.

TABLE XVIII

PERSONAL SERVICES

	Number and Percent Who Need Personal Services					
	Sample			Population		
	Yes	Maybe	Percent	Yes	Maybe	Percent
Will you need baby sitting services	4	4	16.8	1,450	1,570	10.1
Will you need transportation	3		6.25	525		1.8

Possible Course Offerings

The problem with which this study was concerned was the lack of information about the adult population in the Moore-Norman District 17 that can be used for planning adult education programs. The information concerning the selected skill preferences with reference to certain adult characteristics may be used to recommend training programs. This segment of the study treats the question: "What are the program choices according to certain adult characteristics?"

The list of job titles and/or categories utilized in the survey instrument were selected soley from the Oklahoma Training Information System Cycle VI Report (1974). However, a space on the questionnaire was provided for the respondent to include a "write-in" prospective job preference which was not included on the list of jobs.

The possible course offerings according to choice, age group, and sex are listed in Table XIX and Table XX. The percentage of selectivity is tabulated according to choice relative to the sample. The sample percentages were then extrapolated to the Moore-Norman population at the end of 1973. The Bureau of Business and Economic Research (1974) provided an updating service on population growth in the Moore-Norman area. The growth from 1970 to the end of 1973 had increased 18.3 percent as reported by the bureau. Therefore, the updated population was taken as of January 1, 1974.

Only the yes and maybe responses are shown in Table XIX and Table XX according to the percentages of the total sample. References may be made to Table IX and Table X for the exact numbers in the sample and population. Although the quantity and percentages were directed toward males and females for certain categories, there were skill selection cross-overs.

Write-In Courses

The write-in courses as shown in Table XXI represented a more generalized array of selection rather than selection by age group and sex. There was some cross-over in course selection where any respondent in any age group may have wanted a particular course. The courses written in, also largely represented a desire for hobby courses. However,

TABLE XIX

COURSE CHOICES OF MALES

Course	Number of Responses Yes	Number of Responses Maybe	Age (All Values are Percentages) Choice 1 15-19	20-29	30-39	40-59	Choice 2 15-19	20-29	30-39	40-59	Choice 3 15-19	20-29	30-39	40-59	Percent of Sample 1	2	3	Choices in Population 1	2	3
1. Air Conditioning and Refrigeration	7	3		3.5 1.7*		1.7		3.5	1.7 1.7	1.7		1.7			3.5 3.5	7.0 1.7	1.7	406 672	1062 130	197
2. Appliance Repair	3	0			1.7							1.7	1.7		1.7		3.5	102		616
AUTOMOTIVE																				
3. Auto Body	1	1							1.7		1.7				1.7		1.7	102		98
4. Auto Mechanics	8	3	1.7 1.7	1.7	1.7					1.7	1.7	3.5	3.5		7.0 1.7	1.7	8.7	1630 98	98	2108
5. Auto Parts	5	2					1.7		1.7		1.7	3.5	3.5			3.5	8.7	1630	412	
BUILDING CONSTRUCTION																				
6. Cabinet Making	4				3.5								3.5		3.5		3.5	212		212
7. Carpentry	3	2		3.5					5.2						3.5	5.2		406	312	
8. Concrete Finishing	2												3.5				3.5			212
9. Painter		1						1.7								1.7			197	

TABLE XIX (CONTINUED)

	Course	Number of Responses Yes	Number of Responses Maybe	Age 15-19 (1)	Age 20-29 (1)	Age 30-39 (1)	Age 40-59 (1)	Age 15-19 (2)	Age 20-29 (2)	Age 30-39 (2)	Age 40-59 (2)	Age 15-19 (3)	Age 20-29 (3)	Age 30-39 (3)	Age 40-59 (3)	Percent of Sample 1	Percent of Sample 2	Percent of Sample 3	Choices in Population 1	Choices in Population 2	Choices in Population 3
		(All Values are Percentages) Choice																			
10.	Diesel Mechanics	2						1.7	1.7								3.5			616	
11.	Diesel Fuel Injection	2							1.7				1.7				1.7	1.7		112	197
12.	Drafting	2			1.7				1.7							1.7	1.7		197	197	
	ELECTRICAL																				
13.	Electrical Maintenance	1			1.7											1.7			197		
14.	Electro-Mechanics	2				1.7								3.5		1.7		1.7	112		112
15.	House-Wiring	3	1			1.7	1.7					1.7	1.7			3.5		1.7 1.7	476		112 197
16.	Industrial Electronics	1						1.7									1.7		197		
17.	Industrial Instruments	1					1.7									1.7			130		
18.	Motor Repair	3	2										1.7	1.7				3.5			298
19.	Radio and Television Repair	3			3.5					1.7						3.5	1.7		406	130	
	FOOD SERVICES																				
20.	Butcher	1							1.7								1.7			112	

TABLE XIX (CONTINUED)

	Course	Number of Responses Yes	Maybe	Age 15-19	20-29	30-39	40-59	15-19	20-29	30-39	40-59	15-19	20-29	30-39	40-59	Percent of Sample 1	2	3	Choices in Population 1	2	3
				(All Values are Percentages) Choice 1				2				3									
	HEALTH SERVICES																				
21.	Dental Laboratory Technician	1				1.7										1.7					
22.	Licensed Practical Nurse	1				1.7										1.7					
23.	Medical Laboratory Technician	1								1.7							1.7				
24.	Machine Shop	6	1			3.5			1.7		3.5				1.7	3.5	5.2	1.7	2101	000	130
	METAL FABRICATION																				
25.	Air Conditioning Sheetmetal	1													1.7		1.7				130
26.	Steel Fabrication	2						1.7					1.7				1.7	1.7		98	197
27.	Small Engine Repair	5	1		1.7		1.7			5.2						3.5	5.2		674	312	
	WELDING																				
28.	Acetylene	9	3	1.7	1.7	1.7 1.7	1.7	1.7	5.2 1.7	1.7			1.7			7.0 1.7	7.0 3.5	1.7	2106 112	1224 608	197

TABLE XIX (CONTINUED)

Course	Number of Responses Yes	Maybe	Age 15-19	20-29	30-39	40-59	15-19	20-29	30-39	40-59	15-19	20-29	30-39	40-59	Percent of Sample 1	2	3	Choices in Population 1	2	3
			(All Values are Percentages) Choice 1				2				3									
29. Electric Arc	5	3			3.5	1.7	1.7	1.7	3.5		1.7				5.2	7.0	1.7	710	1648	197
30. Mig	1							1.7								1.7			197	
31. Tig	1							1.7								1.7			197	

*Since there were no responses from the 60+ age group, they were not included in this table.

TABLE XX

COURSE CHOICES OF FEMALES

	Course	Number of Responses Yes	Number of Responses Maybe	Age 15-19	Age 20-29	Age 30-39	Age 40-59	Age 15-19	Age 20-29	Age 30-39	Age 40-59	Age 15-19	Age 20-29	Age 30-39	Age 40-59	Percent of Sample 1	Percent of Sample 2	Percent of Sample 3	Choices in Population 1	Choices in Population 2	Choices in Population 3
				(All Values are Percentages) Choice 1				Choice 2				Choice 3									
	AUTOMOTIVE																				
1.	Auto Mechanics		2		2.1									2.1		2.1		2.1	238		120
	BUILDING CONSTRUCTION																				
2.	Cabinet Making	1											2.1					2.1			238
			2		2.1	2.1									4.2				716		
	BUSINESS EDUCATION																				
3.	Bank Clerk		3		4.2								2.1		4.2			2.1	496		238
4.	Bookkeeping	2							2.1				2.1				2.1	2.1		238	238
			3			2.1			2.1		2.1				2.1	4.2			126	768	
5.	Business Data Processing	2											4.2				4.2				476
			4			2.1	2.1			2.1			2.1		4.2	2.1	2.1		572	118	338
6.	Clerk-Typist	4			6.3							2.1			6.3		2.1		712		118
			1				2.1								2.1						

TABLE XX (CONTINUED)

	Course	Number of Responses Yes	Number of Responses Maybe	Age (All Values are Percentages) Choice 1: 15-19	20-29	30-39	40-59	Choice 2: 15-19	20-29	30-39	40-59	Choice 3: 15-19	20-29	30-39	40-59	Percent of Sample 1	2	3	Choices in Population 1	2	3
7.	Management and Marketing	1					2.1									2.1			166		
			2		2.1						2.1					2.1	2.1		238	166	
8.	Secretarial, Legal	1						2.1									2.1		114		
			5			4.2	2.1						2.1		2.1	6.3		4.2	836		774
9.	Stenographic	2		2.1					2.1							2.1	2.1		114	238	
			2							2.1	2.1						4.2			572	
	ELECTRICAL																				
10.	House Wiring		1						2.1								2.1			238	
11.	Industrial Electronics		1		2.1														238		
	FOOD SERVICES																				
12.	Baker	1											2.1					2.1			238
13.	Cook	1									2.1						2.1			166	
	HEALTH SERVICES																				
14.	Dental Laboratory Technician	2							4.2								4.2			476	
			2						2.1						2.1		2.1	2.1		238	166
15.	Licensed Practical Nurse	2			2.1	2.1										4.2			712		
			1		2.1											2.1			238		

TABLE XX (CONTINUED)

	Course	Number of Responses Yes	Number of Responses Maybe	Age (All Values are Percentages) Choice 1: 15-19	20-29	30-39	40-59	Choice 2: 15-19	20-29	30-39	40-59	Choice 3: 15-19	20-29	30-39	40-59	Percent of Sample 1	2	3	Choices in Population 1	2	3
16.	Medical Laboratory Technician	3			4.2				2.1							4.2	2.1		476	238	
17.	Nurses' Aide	1												2.1			2.1				238
	SEWING																				
18.	Alterations	1			2.1											2.1			238		
			1			2.1										2.1			114		
19.	Draperies	3							4.2					2.1			4.2	2.1		476	238
			1							2.1							2.1				
20.	Dressmaking	5			4.2		2.1			2.1	2.1					6.3	4.2		1208	572	
			3							2.1	4.2						6.3			855	
21.	Suit-making	2										2.1	2.1					4.2			712
22.	Upholstery	2					2.1		2.1							4.2			166	238	
			4				4.2			2.1				2.1		4.2	2.1	2.1	322	126	126
	WELDING																				
23.	Mig																				
			1						2.1								2.1		238		
24.	Tig																				
			1						2.1								2.1		238		

TABLE XXI

WRITE-IN COURSES

(All Values Are Percentages)

Course	Male	Female
1. Mini-Auto Mechanics		4.2
2. Air Ground School	1.7	
3. Business Law	1.7	
4. Ceramics		2.1
5. China Painting		2.1
6. English		2.1
7. Gardening	1.7	
8. Income Tax	3.4	
9. Gun Smithing	3.4	
10. Landscaping	1.7	
11. Leathercraft	1.7	2.1
12. Machine Tools	1.7	
13. Management		4.2
14. Mathematics		4.2
15. Painting		4.2
16. Public Speaking		4.2

the respondents indicated that landscaping and management training were popular and desirable areas in which to offer training.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify selected skill preferences of adults that may be prospective students in the District 17 Moore-Norman Vocational-Technical School. A second purpose of the study was to identify certain personal adult characteristics thought to be useful in educational planning in the Moore-Norman District.

Four objectives were considered in the study: (1) identify some of the personal characteristics of the adults in the sample; (2) identify reasons why adults want to take skill training programs; (3) identify factors which may prevent adults from participating in training programs; and (4) identify the kinds of training programs adults want.

Data used in the study to determine the research questions were collected from 106 adult respondents in twenty-two census tracts in the Moore-Norman School District. Respondents used in this study were selected from the census tracts using the following criteria: (1) five respondents were selected from each census tract; and (2) the middle even numbered house in a block was selected. No more than one house was selected in each block. The respondents from these tracts were selected because they were thought to be representative of the population in the school districts. College students and apartment

dwellers were excluded from the survey. Included in the study were 58 males and 48 females in five age ranges which were: 15-19, with 3.8 percent; 20-29, with 26.4 percent; 30-39 with 27.4 percent; 40-59, with 32 percent; and 60+ with 10.3 percent.

One survey instrument was used to collect data for the study. The survey instrument included two questions concerning certain personal adult characteristics and selected skill training choices obtained from the Occupational Training Information System Cycle VI Report (1974). All data were collected over a six weeks period using a personal interview. The data was analyzed during the summer of 1974.

The male sample represented a small majority of the respondents with 54.8 percent. The female respondents represented 45.2 percent. These percentages are representative of the male and female populations which are 34,479 males and 34,890 females. The age and sex ranges in the sample were also closely representative of the ages and sex in the population.

Seventy-eight percent of the males have finished high school and 22.4 percent have finished four or more years of college. Of the males, 27.5 percent have taken vocational training in high school; but only 6.9 percent are working in the field for which they trained. Only five percent were presently taking a skill training course and 32.8 percent have previously taken a short course.

The education of females comprised of 81 percent graduating from high school and 10.7 percent with four or more years of college training. Nineteen percent have taken vocational training in high school and eight percent were presently working in the field for which they trained. None of the females were presently taking a short course.

Personal reasons were given as the reasons for leaving high school and college with finances and marriage being the majority response. Only one percent indicated that no school was available for him to complete high school.

The then present employment status of the respondents in the sample represented 65 occupations. Being a homemaker was shown to be the largest full-time job (16 percent). The large majority were full-time employed with only 3.78 percent unemployed.

The interest in skill training consisted of four responses as shown in item 15 of the survey form in Appendix B. The majority of the responses for males in the sample were within the age ranges of 20-29, 30-39, and 40-59. The "yes" responses consisted of 19 percent, within these three age ranges, wanting to take skill training "for help on the job." Nineteen percent wanted "hobby" "do-it-yourself" training. Twenty-one percent wanted training to help change jobs, but there was no significant demand for skill training for the age group over sixty. The male respondents were more certain about training than the females. This was shown by the "maybe" responses with ten percent wanting help on their job; seven percent wanted hobbies; four percent wanted to change jobs; and two percent wanted to get a new job.

The "yes" responses for the females included six percent wanting help on their present job. Thirteen percent wanted hobby courses. Thirteen percent wanted to take skill training courses to change jobs and ten percent wanted training to get a new job. The "maybe" responses indicated the females were less certain about skill training. Ten percent may have wanted training to help them on their jobs; fourteen

percent may have wanted hobby courses; ten percent may have wanted training to help change jobs; and two percent to find a new job. The respondent in the 15-19 age group wanted training to get a new job. There was no significant demand for skill training for respondents in the age group over sixty.

Not all the respondents in the sample wanted to enroll in skill training courses. Forty-eight percent of the males responded "yes" and seventeen percent "maybe." This represented a total positive response of sixty-five percent. The majority age ranges were 20-29, 30-39, and 40-59 with nineteen percent, twenty-six percent and twenty-two percent respectively. There was little response for males over sixty desiring to take skill training courses (See Recommendations).

The female respondents comprised of twenty-nine percent "yes" and 31 percent "maybe." Similarly, the 20-29, 30-39 and 40-59 age groups represented the majority in the sample with twenty-three percent, twelve percent and twenty-one percent respectively, indicating a positive response to taking skill training courses. There was also little response of females over 60 years of age wanting skill training (See Recommendations).

The respondents were not readily willing to move. Thirty-four percent of the males and fifty-four percent of the females were not willing to move at all. The percentages of mobility are shown in Table XIII.

The preferred attendance for both males and females was "until the course is complete." The majority wanted to attend at night (58 percent males and 25 percent females). The majority also wanted to attend three hours a night and three days a week. Thirteen percent of the males and

twenty-three percent of the females wanted to attend three hours per day. Thirty-five percent of the males and eighteen percent of the females wanted to attend three days per week.

The respondents indicated a willingness to pay for skill training. The females expressed a willingness to pay more per clock hour than males. The most frequently occurring response was $0.75 with the females averaging $0.77 and the males averaging $0.70 per clock hour.

Personal services presented no problem with the male sample. However, personal services such as baby sitting and transportation were serious problems indicated by the female sample. Seventeen percent of the females needed baby sitting services and six percent needed transportation. According to the personal interview contact these figures may have been minimized and were major reasons why females did not take skill training courses. The responsibility of being a homemaker was also a major reason for females not being able to participate in skill training courses.

The study attempted to determine possible course offerings. The male respondents chose thirty-one of the sixty-one choices on the survey form. Air conditioning, automotive, and welding were the choices with the highest percentages. The first, second, and third choices were determined in the sample and extrapolated to the district population as shown in Table XIX. The female respondents chose twenty-four of the sixty-one choices on the survey form. Secretarial, health services, sewing and upholstery comprised the largest percentages. The first, second, and third choices were determined in the sample and extrapolated to the total population.

The write-in courses were mainly hobby courses. One male respondent expressed a desire to enroll in landscaping as a skill training course. The remainder of the respondents in the sample requested hobby courses as shown in Table XX.

Findings Related to the Objectives

An attempt was made to answer four objectives in this study. To provide some of the answers to the questions, data were collected and analyzed from a sample of 106 adults in the Moore-Norman Vocational-Technical School District 17. Conclusions and recommendations relative to these questions are reported in subsequent sections of this chapter.

Objective Number One

What were some of the characteristics of the adults in the sample? Males were more interested in taking skill training courses than females. The total positive response for males was sixty-five percent representing a majority age range of 20-39 years. The total positive response of females was sixty percent representing a majority age range of 20-39 years. Adults over sixty were not interested in taking skill training. Seventy-eight percent of the males and eighty-one percent of the females had graduated from high school. Twenty-two percent of the males and eleven percent of the females had finished more than four years of college. The employment status represented sixty-five occupations with less than four percent unemployed. The males were more willing to move than females. Some of the respondents had taken vocational training in high school, but the majority were willing to enroll in skill training courses three hours per day three days per week and pay an average of $0.73 per clock hour for additional training.

Objective Number Two

Why were the respondents interested in taking skill training? Nineteen percent wanted to take skill training for help on the job. Nineteen percent wanted hobby or "do-it-yourself" training. Twenty-one percent wanted training to change jobs.

Thirteen percent of the females wanted to take training for help on their jobs. Thirteen percent wanted to take hobby courses. Thirteen percent wanted to take skill training to change jobs and ten percent wanted training to get a new job. There was no demand indicated for skill training of females over age sixty becuase they felt that they were too old, not interested, and did not have transportation.

In the "maybe" responses, ten percent of the males wanted help on the job; seven percent wanted hobbies; four percent wanted to change jobs; and two percent wanted to get a new job. The "maybe" responses for females comprise ten percent wanting help on the job; fourteen percent wanted hobby courses; ten percent wanted to change jobs; and two percent wanted to find a new job.

Objective Number Three

Identify factors which may prevent adults from participating in training programs. A number of factors were identified that may keep adults from participating in training programs. Baby sitting was the major factor because seventeen percent of the females needed baby sitting services. Transportation problems were cited by seven percent of the sample as hindering them from taking skill training. This transportation problem was within the low income (welfare) group. Lack of understanding of courses offered was also a hindrance to training

participation. No percentage is given but according to the personal interview, poor communication and education, particularly with low socio-economic groups, was a major reason why these groups did not participate in training programs. Present working hours could also present problems if the school did not offer morning classes. Nine percent of the males and eight percent of the females worked shifts and preferred to go to school in the morning. Also, the same percentage of the respondents felt the academic courses would not serve their needs as well as would skill training.

Objective Number Four

What are the majority skill preferences desired by the adult respondents in the sample? Fifty-five percent of the males in the sample were willing to participate in training courses. The majority courses for males were air conditioning with seven percent first choice, nine percent second choice, and two percent third choice; automotive, ten percent first choice, five percent second choice, and nineteen percent third choice; welding, fifteen percent first choice, twenty-one percent second choice, and four percent third choice; and small engine repair--do-it-yourself courses--nine percent. Thirty-one skills were selected by males from the sixty-one suggested skills and sixteen write-in courses were chosen as selected training (hobby) skills.

Among the female choices, twenty-four of sixty-one choices were chosen from the list. The majority choices for females were: secretarial, ten percent first choice, nine percent second choice, and four percent third choice; health services, eleven percent first choice,

eleven percent second choice, and two percent third choice; sewing, ten percent first choice, seventeen percent second choice, and two percent third choice; and upholstery, eight percent first choice and two percent for second and third choices.

Conclusions

1. Adults in the Moore-Norman School District were interested in participating in adult skill training. Ninety-six percent of the selected sample responded to the survey questionnaire which may be indicative of an interest in skill training. Only four persons did not respond because they were too old and would not contribute anything to the study. Another indication for the felt need and interest for skill training was the willing attitude of the people to respond to the survey.
2. Data in the adult sample revealed that the adults were interested in skill training for a number of reasons. They wanted to improve their skills for their jobs; they wanted to improve their skills to change jobs; or they wanted to learn new skills to find new jobs. The majority of the adult sample expressed realistic goals; i.e., goals which they could attain. College training was characteristic of the national trend with only approximately twenty percent completing college. Hence, a realized need for skill training was more closely related to their ambitions and needs.
3. The adult population in the Moore-Norman area realized that skill training entails costs and were willing to share these costs. Moreover, although they were employed full time, they

were willing to utilize personal time in the evening and invest this time in skill training. Even though they recognized that new and improved skills may mean mobility they were primarily unwilling to move. There existed a large number of single and young married women in the Moore-Norman district who needed personal services, such as baby sitting and transportation. The lower socioeconomic population also needed transportation and better explanations of skill training processes. Further, people in lower socioeconomic status were not particularly interested in skill training.

4. The personal contact with the adults in the Moore-Norman district indicated that the 15-19 age group did not really know what they wanted to do. The 60+ age group tended to desire only hobby courses.
5. The respondents in the sample wanted a variety of skill training offerings. The males wanted thirty-one different courses and the females wanted twenty-four different courses. In addition to those selected courses, some hobby courses were written in as being desirable.
6. The concept of personal services did not represent a true picture in this study. Justification for this statement was the result of additional study of the problem after the interview with the five respondents in the census tracts. The study showed that a large number of single and married working women comprise the need for personal services. Further, the discussion with other respondents who do not need these services, particularly state officials, as well as people with similar

socioeconomic backgrounds, recommend a priority need for the personal services included in this study. An example of some specific personal needs may be demonstrated as a result of a personal interview with one of the respondents who was a school official in the Norman school district. He needed some help and placed an ad in the help-wanted section of the local newspaper. Ironically this writer had just interviewed a person who wanted this kind of job. She also wanted to go to adult training courses to improve her skills in this kind of job (cooking). However she was on welfare (but wanted to get a job), needed transportation to adult training or work, could not read well enough to understand the want ad in the newspaper, and as a result no change was made in the life of this individual. The lady mentioned that she had other "neighbors" in the same situation.

Recommendations

As a result of the findings in this study, a number of recommendations germane to the Moore-Norman Vocational-Technical School District may be made. Course offerings for both males and females as well as personal services will be included in the recommendations. Also included are some recommended responsibilities of the public officials that deal with the people in the school district.

1. Based on the findings of this study, it is recommended that air conditioning, auto mechanics, welding, and home-use courses, such as small engine repair and electrical wiring be offered as skill training courses. It is also recommended

that segments of these courses be offered--examples are heating controls, auto tune-up, acteylene welding, lawn mower repair and house wiring. These skill training choices were primarily selected by males, but it is recommended that females be extended the opportunity to take the courses because there was some interest shown by the females to enroll in these training skills, particularly on a "mini" course basis.

2. The data indicates that the Moore-Norman Vocational-Technical School should provide skill training programs for the females in secretarial training, health occupations and sewing. It is particularly recommended that certain segments of these courses, such as speed typing and upholstery, be offered.
3. Because of the findings in the survey and additional findings as a result of the personal interview, it is recommended that the Moore-Norman Vocational School definitely offer baby sitting services. This was a serious problem and may mean the difference in whether the females can attend skill training courses or not. Therefore, baby sitting facilities should be provided.
4. Transportation should be provided for the senior citizens and welfare recipients. The senior citizens could be picked up at the Senior Citizens Association building and the welfare recipients can be picked up at a place arranged by the Welfare Department and school officials. The transportation problem is serious and it is highly recommended that this service be offered.

5. It is also recommended that food services be offered for the adult trainees.
6. It is recommended that the school administration, welfare department, and other government officials not take for granted that the low income and welfare recipients know where the vocational-technical school is located. Also, it should not be assumed that these prospective trainees can read the paper to find out what training skills are offered, nor should the prospective trainees be expected to understand entirely what the courses include. Therefore, it is recommended that the welfare department case workers personally contact the individuals to determine skill training interests and clarify any questions the prospective trainees may have.
7. It is recommended that special purpose rooms be provided so the students may have an opportunity to improve basic reading and other educational skills. Also, a special purpose room should be provided for the special courses such as speed typing and industrial sewing or other training skills of special interest.

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APPENDIX A

COVER LETTER

(MOORE-NORMAN VOCATIONAL SCHOOL LETTERHEAD)

Dear Taxpayer:

The Moore-Norman Vocational-Technical School is being constructed to begin classes in 1976. The school is located between Moore and Norman, with an easy exit off old U. S. Highway 77 and Interstate Highway I-35.

The purpose of the school is to provide skill training for those individuals who choose skill craftsmanship as a method of earning a living. The officials of the school also intend to offer training, re-training and home-use skills for adults.

The purpose of this survey is to collect information from you, the taxpayer and user of the school. The information will be tabulated and adult programs recommended, provided large enough class sizes are available based on what you want to take.

Thank you for your cooperation in completing this survey form. Every effort will be made to offer the majority courses you desire.

If you need more information, please telephone 325-5031 or 872-5154.

Sincerely,

Bobby R. Hunter

APPENDIX B

SURVEY INSTRUMENT

ADULT PREFERENCE SURVEY

The Moore-Norman area is constructing a Vocational-Technical school which will begin classes in 1976. This survey is being presented to you in an effort to determine if you will be interested in enrolling in a skill training program when the school opens. This information will be helpful in planning the school and make better use of your tax dollar. We would certainly appreciate you taking a few minutes of your time to fill in the survey form. Thank you for your cooperation.

1. Are you: male___ female___

2. Is your age between: 15-19___ 20-29___ 30-39___ 40-59___ 60+___

3. Are you a high school graduate? yes___ no___

4. If you did not finish high school, why not? Example: Illness, draft, low income, got married, didn't like school. State reason: _____

5. Did you take Vocational Training in high school? yes___ no___

6. Are you working in a job related to the training you took in high school? yes___ no___

7. How many years college have you attended? 1___ 2___ 3___ 4___ 5___ 6+___

8. If you did not finish college, why did you leave? _____

9. Are you employed: full time___ part-time___ unemployed___ homemaker___

10. What is your present job? _____

11. What hours do you work? 8-5___ 4-12___ 12-8___ Specify other hours. _____

12. Are you presently enrolled in a skill training program? yes____ no____

    If yes, where? _____

13. Have you taken a short course in the past? yes____ no____

    Type of course taken? _____

14. Would you be interested in taking skill training at the Vo-Tech school? yes____ no____ maybe____

15. Would you be taking the training
    for help on your job? ____
    for hobby? ____
    to help you change jobs ____
    to help you get a job? ____

16. What distance would you be willing to move if you got a job away from the Moore-Norman area? 50___ 100___ 150___ 200+___

17. Would you be willing to go to class in the
    morning? ____
    afternoon? ____
    Check preference. evening? (night) ____

18. How many clock hours per day would you be willing to attend? 1____ 2____ 3____ 4____

19. How many weeks would you be willing to go to school? Specify length. 2____ 4____ 6____ 8____ ____

20. How many days per week would you be willing to go to school? 1____ 2____ 3____ 4____

21. Would you be interested in taking a closed circuit television class? yes____ no____

    What kind? _____

22. Would you be willing to pay a small fee for the materials? yes____ no____

23. How much per clock hour would you be willing to pay? 50¢____ 75¢____ $1.00____ $1.00+____

24. If you enroll in skill training, will you need someone to care for your children. yes____ no____

25. If you enroll, will transportation be a problem? yes____ no____

Listed below are possible course offerings.

Write 1 beside your first choice.
Write 2 beside your second choice.
Write 3 beside your third choice.

If you want only one choice, write only that choice.

NOTE: If you are interested in a course not listed, or a special part of a course, write it in the space at the bottom of the list.

1. Air Conditioning and Refrigeration _____
2. Appliance Repair _____

AUTOMOTIVE

3. Auto Body _____
4. Auto Mechanics _____
5. Auto Parts _____
6. Service Station Operator _____

BUILDING CONSTRUCTION

7. Cabinet Making _____
8. Carpentry _____
9. Concrete Finishing _____
10. Masonry _____
11. Painter _____

BUSINESS EDUCATION

12. Bank Clerk _____
13. Bookkeeping _____
14. Business Data Processing _____
15. Clerk-Typist _____
16. Management and Marketing _____
17. Sales _____
18. Secretarial, Legal _____
19. Stenographic _____

20. Diesel Mechanics _____

21. Diesel Fuel Injection _____

22. Drafting _____

ELECTRICITY AND ELECTRONICS

23. Electrical Maintenance _____
24. Electro-Mechanics _____
25. House Wiring _____
26. Industrial Electronics _____
27. Industrial Instruments _____
28. Motor Repair _____
29. Radio and Television Repair _____

FOOD SERVICES

30. Baker _____
31. Butcher _____
32. Chef _____
33. Cook _____
34. Waiter, Waitress, Cashier _____

HEALTH SERVICES

35. Dental Laboratory Technician _____
36. Licensed Practical Nurse _____
37. Medical Laboratory Technician _____
38. Nurses' Aide _____
39. Nurses" Assistant/Orderly _____
40. Ward Clerk _____

41. Machine Shop _____

METAL FABRICATION

42. Air Conditioning Sheetmetal _____
43. Industrial Metals _____
44. Ornamental Iron _____
45. Steel Fabrication _____

PRINTING

46. Letter Press _____
47. Lithography _____
48. Teletype Setter _____
49. Layout _____
50. Make-up _____

51. Small Engine Repair _____

SEWING

52. Alterations _____
53. Draperies _____
54. Dress Making _____
55. Industrial _____
56. Suit Making _____

57. Upholstery _____

WELDING

58. Acetylene _____
59. Electric Arc _____
60. Mig _____
61. Tig _____

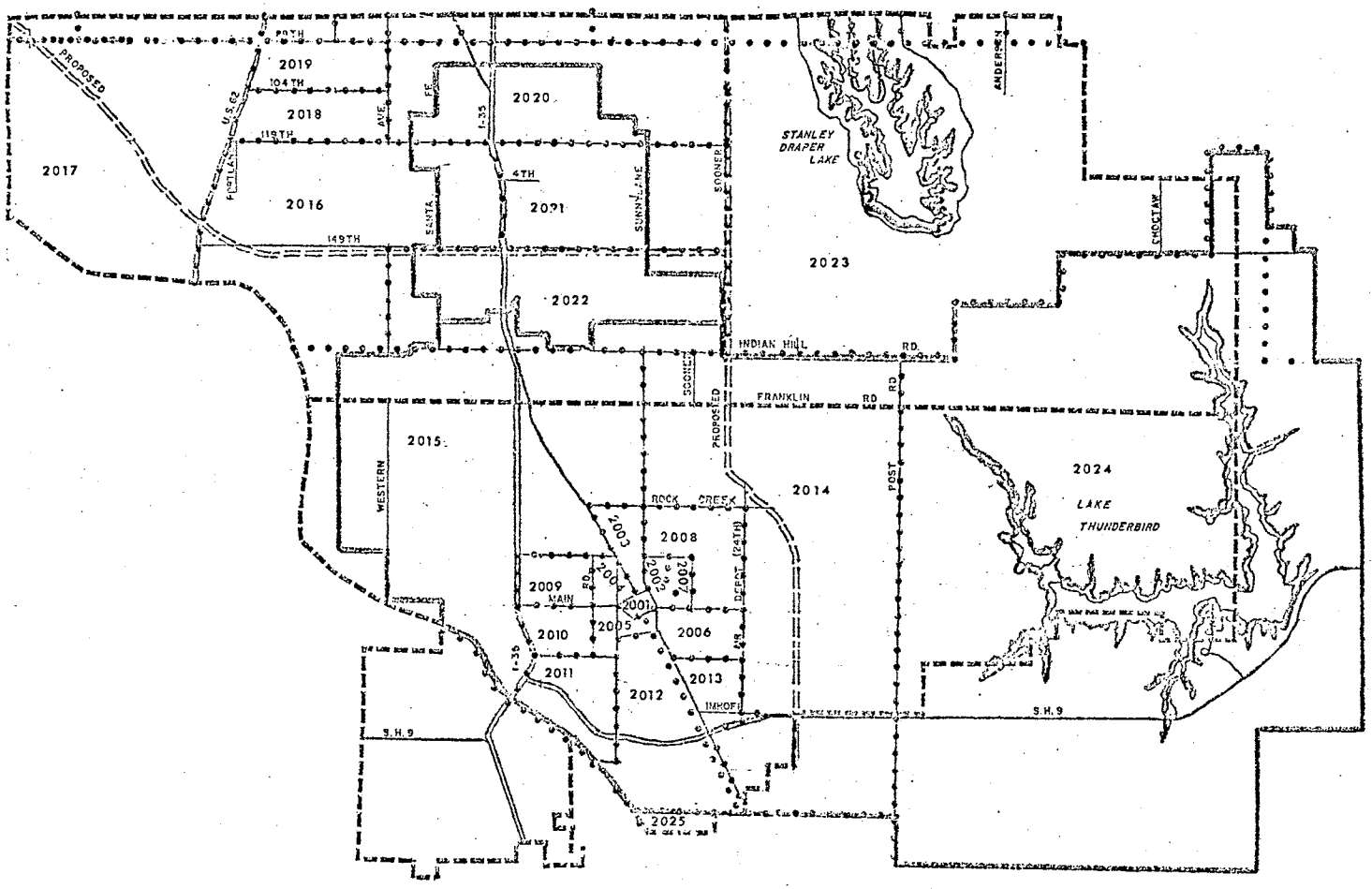
Write any toher subject you would like to take.

Example: Special course or hobby class, leather, art, etc.

_____

APPENDIX C

CENSUS TRACT MAP



Census Tracts of the Moore-Norman School Districts

APPENDIX D

STATISTICAL TREATMENT DATA

STATISTICAL TREATMENT DATA

The selected sample was not significantly different from the population in the Moore-Norman School District 17. The percentages according to age group and sex were statistically compared to the population using Chi Square. For both male and female groups, there was no significant difference in the sample and population. For the male age groups a Chi Square Value of 71.48 was obtained. For the female age groups a Chi Square value of 39.72 was obtained. These values were found to have an associated probability value of less than 0.01. The associated probability values are shown in Table XXII.

TABLE XXII

OBSERVED AND EXPECTED PERCENT BY AGE GROUP
OF THE SAMPLE AND TOTAL POPULATION

(Expected Frequencies are in Parentheses)

	Male		Female	
Age	Sample	Population	Sample	Population
15-19	(5.16)	16.8	(2.1)	15.5
20-29	(24.16)	33.8	(29.0)	32.3
30-39	(33.40)	17.4	(21.0)	16.4
40-59	(27.58)	22.2	(34.2)	22.7
60+	(10.40)	9.8	(10.4)	13.1

DF = 4

Males X^2 = 39.7

Females X^2 = 71.4

p 0.01

VITA

Bobby Raymond Hunter

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION OF SKILL TRAINING PREFERENCES OF ADULTS IN THE MOORE-NORMAN VOCATIONAL-TECHNICAL SCHOOL DISTRICT 17

Major Field: Higher Education

Biographical:

Personal Data: Born at Hollis, Oklahoma, August 22, 1931, the son of Roy R. and Lola M. Hunter.

Education: Graduated from Boswell High School in 1953; attended Oklahoma State University, 1956; received the Bachelor of Science degree from Oklahoma State University with a major in Air Conditioning and Refrigeration Technology, May, 1961; attended Oklahoma State University, Wichita State University, and Pittsburg State College, 1964-1967; completed requirements for a major in Technical Education in May, 1968; completed the requirements for the Doctor of Education degree at Oklahoma State University in December, 1974.

Professional Experience: Air Conditioning and Refrigeration Technician, Carrier Corporation, Dallas, Texas, 1956-1958; Air Conditioning and Electric Service Technician, Bradley Plumbing and Electric, Stillwater, Oklahoma, 1958-1961; Teacher of Mathematics, Tulsa, Oklahoma, 1961-1962; Industrial Cooperative Coordinator, Frederick, Oklahoma, 1962-1963; Teacher of Mathematics, Glencoe, Oklahoma, 1963-1964; Refrigeration and Electrical Engineer, Oklahoma State University, Stillwater, Oklahoma, 1964-1965; Instructor of Air Conditioning and Refrigeration Technology and Physics, Whichita, Kansas, 1965-1967; Instructor of Air Conditioning and Electrical Technology, Central Missouri State College, Warrensburg, Missouri, 1967-1968; Research Associate in Electro-Mechanical Technology, Oklahoma State University, 1968-1970; Electrical Advisor-Assistant Chief of Party, Curriculum Specialist for Oklahoma State University Team in Thailand, 1970-1973; Senior Writer, University of Oklahoma, Norman, Oklahoma, 1973-present.

Professional Organizations: Refrigeration Service Engineers Society; American Technical Education Association; Oklahoma Technical Society; Phi Delta Kappa; Gideons.

Military Experience: Enlisted July, 1950, United States Air Force; Honorable Discharge, July, 1954.