

FAMILIARITY OF ADULT RESIDENTS OF CHANDLER,
OKLAHOMA, WITH SELECTED ADULT EDUCATION
PROGRAMS AND OPPORTUNITIES

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	3
Statement of the Purpose	3
Objectives	3
Definition of Terms.	4
Scope and Limitations.	4
II. REVIEW OF THE LITERATURE.	6
The Nature of Adult Education.	6
Factors Relating to Participation and Non- Participation in Adult Education	9
Summary.	12
III. METHODOLOGY	13
Research Objectives.	13
Survey of Adult Education Programs and Opportunities	14
The Survey Form.	15
Pilot Study.	18
Sampling Method.	18
The Population	19
Analysis of the Data	19
IV. FINDINGS AND ANALYSIS	21
Adult Education Programs Available to Chandler Residents.	21
Study Participants	25
Analysis of Program Awareness and Participation Data	27
Chi-Square Analysis of Background Variables.	34
Chi-Square Analysis of Awareness by Age.	37
Chi-Square Analysis of Awareness by Education.	37
Chi-Square Analysis of Awareness by Socio-Economic Status	40
Chi-Square Analysis of Awareness by Sex.	41
Total Awareness Scores	42
Accuracy Scores.	42
Chi-Square Analysis of Program Awareness by Total Awareness.	44
Chi-Square Analysis of Program Awareness by Accuracy	45

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	51
Summary of Findings	51
Conclusions	56
Recommendations	58
SELECTED BIBLIOGRAPHY.	59
APPENDIX A	61
APPENDIX B	68

LIST OF TABLES

Table	Page
I. Distribution of Study Respondents by Age.	26
II. Distribution of Study Respondents by Education.	27
III. Distribution of Study Respondents by Sex.	28
IV. Summary of Study Respondents' Program Awareness and Participation	30
V. Chi-Square Comparisons Between Study Respondents' Background Variables.	36
VI. Summary of Chi-Square Comparisons Between Program Awareness and Age, Education, Socio-Economic Status and Sex	39
VII. Distribution of Study Respondents by Their Total Awareness Scores.	43
VIII. Distribution of Study Respondents by Their Total Accuracy Scores	44
IX. Chi-Square Analysis of Program Awareness by Total Awareness and Total Accuracy.	47
X. Summary of Chi-Square Analysis of Total Program Awareness and Total Program Accuracy by Age, Sex, Socio-Economic Status and Educational Attainment	49
XI. Chi-Square Comparison Between Accuracy and Total Awareness	50

CHAPTER I

INTRODUCTION

The need for adult education has increased in recent years. Among the reasons for this increase is an acceleration in the obsolescence of things and knowledge and the wide-spread application of technology in modern society. Indications are that change, a major factor in obsolescence, is occurring at an increasing rate (Toffler, 1968, p. 22). The acceleration of change and obsolescence in all fields of knowledge is related to the "knowledge explosion" and to the advanced application of technology.

Knowledge is increasing at an ever increasing rate. Most observers agree that mankind's store of knowledge has doubled approximately every ten years since 1910. More knowledge has been discovered during the lifetime of the present adult population than had been previously accumulated throughout the history of man (Shaw, 1969, p. 31). Increasingly sophisticated technology, coupled with an acceleration in the development of knowledge, has increased the rate of change. "'Knowledge is change' and accelerating knowledge acquisition, fueling the great engine of technology, means accelerating change" (Toffler, 1968, p. 32).

New production techniques are being developed in business and commerce so rapidly that it is estimated that 50 percent of all the occupations that will exist within the economy ten years from today

are not now known (Shaw, 1969, p. 32).

A result of the increased rate of change in society is an increasing standard of functional literacy. Functional literacy is the ability to combine skills and knowledge with the competencies needed to be an effective participant in modern society. Sometimes functional literacy is referred to as "survival literacy," "functional competency" or occasionally "coping skills." Five knowledge areas and four skill areas that have been identified as necessary components of functional literacy are: occupational knowledge, consumer economics, government and law, health and community resources, reading, problem solving, computation and writing (Barron, 1975, p. 9). According to a representative sample of adults performing on these indicators, approximately 16 percent of United States adults are functionally illiterate. Rural areas have the greatest estimated percentage of functional illiteracy--27 percent.

Contrary to popular belief, many adults do not have that level of basic education for living which appears to be required for even minimal levels of success (Barron, 1975, p. 9). There are more than 54 million adults without a high school diploma, and 28 million of these only have an eighth grade education (Yearbook of Adult and Continuing Education, 1975-76, p. 92).

The acceleration of change in knowledge, technology and functional literacy increases the need for the development of an educational system based on life-long learning.

Statement of the Problem

In order for adults to participate in the educational endeavors required of "life-long learners", opportunities must exist for them to do so. Additionally, adults must be aware of and have some familiarity with the opportunities that exist and have some familiarity with them if they are to be effective.

Many research studies have investigated factors that determine whether adults participate or do not participate in adult education programs. However, few studies have been made of the awareness of adults regarding educational opportunities that exist within their own community, or at least within easy access to them.

Statement of the Purpose

The purpose of this study was to determine the indicated level of familiarity of adults in a small rural community with selected adult education programs and opportunities existing in, or within easy access of the community. The community selected was Chandler, Oklahoma.

Objectives

The objectives of the study were:

1. Identify adult education programs and opportunities that are available in Chandler, Oklahoma or are easily accessible to Chandler residents.
2. Determine the reported awareness or familiarity of Chandler adult residents regarding selected adult education programs in

Chandler and the surrounding area.

3. Determine respondent's accuracy of information regarding the location of programs with which they indicate a familiarity.

4. Determine the relationship between respondent's indicated familiarity with adult education programs and their participation in those programs.

5. Determine the relationship between respondent's indicated familiarity with adult education programs and selected socio-economic factors.

Definition of Terms

The following are definitions of terms as they are used in this study:

Adult--An individual who had reached a specified minimum legal age of adulthood, usually 18 years (Combined Glossary, 1974, p. 4). Long (1967, p. 35) identifies adult population as "anyone over 18 years of age and who was not attending secondary school, or who had assumed adult-like responsibilities such as marriage and parenthood".

Adult Education--Instruction designed to meet the unique needs of adults and youth-beyond the age of compulsory school attendance-who have either completed or interrupted their formal education.

Scope and Limitations

This research study is limited to: (1) Chandler adult residents, and (2) programs and opportunities for adult education in Chandler and, with one exception, to programs within a 50 mile driving area. The one exception, Oklahoma State Tech at Okmulgee, is more than 50

miles from Chandler. It was included in the study because of its unique contribution to adult education in Chandler and throughout Oklahoma. Not all adult programs that were identified as being available to Chandler residents were used. This was done to limit the number of programs to which respondents in the study were asked to indicate their familiarity. Programs such as religious education programs, Red Cross swimming classes, and single-session offerings by various agencies and organizations were not included in the study.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to determine the level of familiarity of adults in a small rural community with selected adult education programs and opportunities. This chapter presents a review of selected published and unpublished materials related to the problem outlined in Chapter I. In this particular study the literature is divided into the following sections: (1) The Nature of Adult Education, (2) Factors Relating to Participation and Non-participation in Adult Education, (3) Summary.

The Nature of Adult Education

Adult education is a very diverse field encompassing a great variety of activities. Many different agencies, organizations, and institutions are involved in the conduct of adult education. Activities which the term "adult education" cover include formal and informal activities, some of which are truly educational while others make little or no contribution to the education of adults. Some of the programs and opportunities that have emerged from formal and informal adult education programs have endured, become established as a part of the educational system and are widely recognized by adults for the services and learning opportunities they provide. Many of the programs and activities, however, have been relatively insignificant and

unrecognized (Collins, 1974, p. 9).

The diversity of educational offerings that appear under the umbrella of adult education makes it difficult to identify meaningful program categories. The Adult Education Association uses the following program categories determined by institutional affiliation:

1. Business and industry
2. Community college
3. Cooperative extension
4. Correctional institutions
5. Correspondence schools
6. Educational broadcasting
7. Evening colleges
8. Governmental agencies
9. Health agencies
10. Labor unions
11. Library
12. Mass media
13. Museums
14. Music
15. Theater and the arts
16. Religious institutions
17. Service clubs
18. Social welfare
19. Special purpose adult educational councils
20. University continuing education
21. University extension
22. Voluntary organizations (Adult Education Association, ca., 1975)

The Adult Education Association also breaks down adult education into various interest categories that cut across institutional affiliation lines. Some of these are:

1. Adult psychology
2. Armed forces education and training
3. Community college adult education
4. Community development
5. Continuing education for the professions
6. Continuing education for women
7. Education for aging
8. Home and family life
9. International affairs
10. Labor education
11. Liberal adult education
12. Religious education
13. Human resources development: business, industry, government and service organizations
14. Training and professional development
15. Public affairs (Adult Education Association, ca., 1975)

Johnstone and Rivera (1965) faced the same delimma regarding what to include and what to exclude in the definition of adult education when they conducted their national inventory of educational activities.

The main problem was to avoid both a too narrow and a too broad conceptualization of an educational activity. At one extreme it was tempting to equate educational activities with pursuits carried on in formal institutions of learning, but it was also obvious that this type of formal restriction was exactly what we did not want, since it excluded some of the most typical situations in which adults do encounter such learning experiences as on the job training or lessons with private instructors. Indeed, the whole institutional approach to the development of a definition was out of keeping with the spirit of a behavioral inventory of adult learning.

At the other extreme, of course, it was possible to formulate a definition strictly on the basis of the formal characteristics of an activity itself, or in terms of the consequences of an activity for the individual. While this strategy has more intrinsic appeal, the overwhelming problem here was that there was virtually no way to exclude from consideration a host of activities whose consequences would certainly be educational (such as a visit to an aquarium) yet which would clearly fall beyond the range of any reasonable or workable definition of adult education (p. 25).

The final approach they adopted for a definition of adult education in their study included the following limitations: (1) Activities were restricted to those in which the main purpose was to acquire some type of knowledge, information or skill, (2) The activity had to be organized around some form of instruction, (3) All correspondence studies, on the job training, private lessons, television courses and other home study activities were excluded, and (4) Only activities where classes or group meetings were used were included (p. 26).

Factors Relating to Participation and Non-Participation in Adult Education

In 1957, one in every 13 people age 17 or above was enrolled part time in a formal adult education activity. In 1973, one in every eight people was enrolled in an adult education program. It is estimated that counting activities for which no enrollment is necessary, 32 million Americans undertook some form of adult education in 1973 which is one of every four adults ("Back to School", 1973, p. 73).

Much research has been done on the characteristics of adult education participants and non-participants. This research has focused chiefly on socio-economic and psycho-social characteristics so that it is now possible to develop a profile on adults who participate in adult education programs and those who do not (Dickinson, 1971; London, 1970). For example, Dickinson (1971) provides the following description of research to date:

Such characteristics as age, education, occupation and income have shown an association with participation, but there have been few attempts to extend existing knowledge about participants (and non-participants) in adult education beyond the simple identification of associated variables (p. 36).

London (1970) advocates that middle class people are over represented among adult education participants as compared to their distribution in general population (p. 148). Along with this finding he relates that middle class people tend to be exposed to a greater variety of media for the diffusion of knowledge which would indicate they were more aware of education programs and opportunities. Brunner (1959), in an earlier study, reported a similar finding, i.e., there is a relationship between participation and media use.

Participants in adult education are drawn from those groups which are exposed to a number of media for the diffusion of knowledge. They are more apt to be active users of the library, of museums, and the media of mass communication. Even more significantly, they are more apt than non-participants to be discriminating users of these media. Participants come largely from those groups which are active in formal associations (p. 98).

In a somewhat related study of armed forces personnel, Houle (1947) reports that the more persons knew about the availability of adult education programs, the greater was the amount of participation. Accessibility and proximity to centers for adult education increases participation also (Brunner, 1959, p. 97).

London (1970) makes the following statement about the relationship between knowledge of and participation in adult education:

Knowledge about places offering adult education is highly correlated with social class. Manual workers are much less apt than others to know where adult courses are given. Among the participants, the low-skill occupational strata tend to find out about adult education offerings from personal contacts, while white-collar workers are more apt to use the mass media as their primary source of information. Since people in the lower strata have fewer friends taking adult education courses, they are also less likely to have adequate information about existing opportunities. In fact, the prevailing way in which adult education programs are advertised tends to discriminate against working class adults because of the way in which they secure information about adult education opportunities (p. 148).

Johnstone and Rivera (1965) studied adults in two middle-sized cities concerning their awareness of educational facilities after information had been collected on the actual resources available. Their findings indicated that:

First, public awareness of facilities varies quite markedly with the type of subject matter under consideration. Large majorities of adults in both communities knew of facilities for learning skills such as swimming, dancing, or typing, but considerably fewer than half knew of places to study auto mechanics, speed reading, or more esoteric subject matter such as comparative religion.

Second, it was quite evident that knowledge about such resources is unequally distributed throughout the adult public. Persons who had been to school longer were much more knowledgeable about local facilities than those with less education (p. 16).

Age is also a factor in participation in adult education programs. One of the distinctive features of the adult participant is that he is younger than the average American adult.

The median age of those studied...was 36.5--over six years younger than the median age of the sample. Over half of all participants were under 40, and nearly four in five were under 50. In terms of rates of participation, moreover, there were vast differences between persons in different age brackets; the rate fell from a high of 29 percent among adults in their twenties to four percent among persons 70 or over (Johnstone and Rivera, 1970, p. 6).

Verner (1957) says this is especially true of specific programs such as the Cooperative Extension Service program.

The extension Service program tends to attract the adult in the middle years. Among both sexes, the age group from 18 to 29 is least attracted to Extension programs. The educational level of participants includes proportionally more with high school and some college than those with lower educational levels (p. 216).

However, the characteristics that differentiate participants from non-participants in adult education are not clear-cut. Krietlow (1962) says that the level of knowledge about how adults become aware of new concepts is limited. In one area of adult education, where attention was devoted to dissemination of information to prospective students, membership in one year increased by 40 percent (Jobber, 1975).

"Unawareness" as a factor of non-participation was found to be significant by Cheng (1975). In her study of adult education, non-participation was categorized into seven clusters, one of which was "unawareness." This cluster included the following items:

1. People do not know that such opportunities exist.

2. Adult education opportunities are not sufficiently publicized.
3. There is little communication between the organization and people who might wish to participate.
4. Although people complete their compulsory education, they do not realize that educational opportunities are still available to them.
5. There are no representatives of any educational institutions in some neighborhoods.
6. Many adults do not know what to study (p. 74).

Cheng (1975) offers the following explanation of this category:

This cluster attempts to explain that some adults do not know that adult educational activities are available to them. These people are simply unaware of the fact that adult education exists. It may be that adult education opportunities are not sufficiently publicized. 'Unawareness' of the existing adult education programs or the availability of the adult education opportunities has also shown a significant correlation with the extent of participation (p. 168).

Summary

Participation in adult education programs is increasing. However, only certain segments of the population are participating in adult education, mainly the middle class of society. The lower socio-economic groups are not being reached to the same extent as are the middle class. Awareness of adult education programs and opportunities is related to participation. Indications are that dissemination of information to lower socio-economic groups has a significant correlation with a lack of familiarity and awareness of programs and opportunities for adult education.

CHAPTER III

METHODOLOGY

The purpose of this study was to obtain information determining the indicated familiarity and awareness adults in a small rural community have concerning selected adult education programs and opportunities. To achieve the purpose of this study, four steps were followed: (1) Survey of existing adult education programs and opportunities, (2) Development of the response form, (3) Collection of the data, and (4) Analysis of the data.

Research Objectives

The following research objectives were formulated to provide a focus for the systematic investigation of the familiarity of adults in a small rural community, Chandler, Oklahoma, with selected adult education programs and opportunities:

1. Identify adult education programs and opportunities that are available in Chandler, Oklahoma, or are easily accessible to Chandler residents.
2. Determine the reported awareness or familiarity of Chandler adult residents regarding selected adult education programs in Chandler and the surrounding area.
3. Determine respondent's accuracy of information regarding the location of programs with which they indicate a familiarity.

4. Determine the relationship between respondent's indicated familiarity with adult education programs and their participation in those programs.

5. Determine the relationship between respondent's indicated familiarity with adult education programs and selected socio-economic factors.

Survey of Adult Education Programs and Opportunities

The source used to identify major categories of adult education programs was the Adult Education Association's membership application brochure (Adult Education Association, ca., 1975). The Adult Education Association's listing of adult education programs is very comprehensive. It helped to insure that an equally comprehensive survey was made by use of the listings as a basis for the systematic identification of adult education programs and opportunities in Chandler and within a 50 mile radius.

A telephone survey was conducted to determine if similar programs were currently available or had been available within the past few years in the Chandler vicinity. Using each adult education program listed by the Adult Education Association as a starting point: organizations, agencies, and individuals were contacted to determine what programs or any others were available within the Chandler vicinity. Business and industry, the Chamber of Commerce, the Retail Merchant's Association, and governmental agencies including the Army National Guard, the Community Action Agency, and City Hall were contacted. Also, the Lincoln County Health Department, the Lincoln County Museum

and the Lincoln County Library were contacted. A number of service clubs were called, including the Red Cross and the Senior Citizen's Center. Within the social welfare category, the State Department of Social and Rehabilitative Services was contacted. Voluntary organizations called included various men's and women's clubs and groups, such as the Jaycee's, Rotary, Jr. Mother's Club, Lions, and Extension Homemakers Club. In addition to the Adult Education Association's listings, the vocational home economics teacher, the vocational agriculture teacher, the superintendent of the high school and the high school counselor were contacted to determine if there were additional adult education programs in Chandler which did not fall within the Adult Education Association listing.

Each organization, agency, or individual called was asked to identify adult education programs with which they were associated and also any others with which they were aware. By this method, additional adult education programs were identified such as the police officer's training course.

The Survey Form

The programs identified through the telephone survey, and, in several instances, through personal contact served as the basis for developing the Chandler Adult Education Program Survey Form. The purpose of the Survey Form was to provide a simple method by which adults in the rural community of Chandler could indicate their familiarity with selected adult education programs and opportunities available to them. The Survey Form also included a section requesting information on the location of all programs with which respondents indicated they

were familiar. It was felt that this would serve as a simple check on the accuracy of their responses.

On the back of the Survey Form were spaces for participants to supply socio-economic data that was to be used in the analysis of their responses. This data included: (1) occupation, (2) age, (3) years of schooling completed, (4) participation in post-secondary schooling, and (5) sex (see Appendix A).

From the adult education programs identified through the telephone survey as being accessible to Chandler residents, 19 were selected for inclusion in the Survey Form. Those programs which would have been very familiar to nearly all respondents, such as religious education programs (regular church oriented opportunities), were omitted from the study. Other adult education programs omitted included one-session programs, such as a business oriented class on credit and shoplifting and a class on civil defense. One other category of programs eliminated from the study were those that catered to a very select audience, such as a birth control program sponsored by the Community Action Agency and the swimming lessons offered through the Red Cross. The 19 programs retained in the study were broadly representative of adult education in Chandler and kept the size of the study within manageable limits for respondents.

The 19 programs selected to be included on the response form were categorized into four groups: occupational and technical, general education, civic and community based, and continuing education. Under these four categories, the 19 programs listed for consideration by study were:

Occupational and Technical

1. Area Vocational Technical School
2. Adult Technical Institute
3. State Technical Institute
4. Law Officer's Training Course
5. Adult Classes by the Vocational Home Economics Teacher
6. Young Homemaker's Organization
7. Adult Classes by the Vocational Agriculture Teacher
8. Young Farmer's Organization

General Education

1. Adult Basic Education
2. General Educational Development (GED)

Civic and Community Based

1. Community Education Program
2. YMCA
3. Senior Citizen's Center
4. Red Cross Classes in First Aid and Safety

Continuing Education

1. University Extension
2. Universities
3. Jr. Colleges
4. Cooperative Extension Service

Adults who agreed to participate in the study were given the response form with a brief explanation of how to use it. A written explanation of how to use the response form was included on the form. However, most of the participants appeared to prefer an oral explanation. Any questions concerning filling out the form were answered by the researcher. Many respondents had concerns about whether the adult education programs with which they were aware fit into the program categories listed on the Survey Form.

Respondents were asked to indicate whether they were familiar with or at least aware of each program included on the response form. For each program checked as being familiar to them or at least of which they were aware, they were asked to indicate: (1) if the program was

located in Chandler, within 50 miles, or they didn't know where the program was located; (2) if they had participated or knew someone who had; and (3) if they had not participated, was their non-participation due to a lack of interest, a lack of awareness or some other factor.

Pilot Study

A very small pilot test of the Survey Form was conducted to determine whether refinements were needed. Two individuals who were representative of the group to be surveyed were asked to respond to the Survey Form. These individuals were able to complete the Survey Form without difficulty and subsequently indicated the Survey Form to be acceptable to them. A copy of the Survey Form used in this study is contained in Appendix A.

Sampling Method

A random sample of 104 individuals was surveyed from the adult population of Chandler, Oklahoma. Responses were obtained from adults in a variety of locations in Chandler: restaurants, coffee shops, retail stores and other businesses such as banks, service stations, grocery stores, farm stores, beauty shops, government offices and from people in town shopping on a Saturday afternoon. The researcher asked individuals who happened to be available in these places if they would participate in the survey by completing the response form. It was felt that this procedure would yield a representative sample of the adult population in Chandler.

The Population

Adults, 18 and over, from Chandler were sampled. Chandler is the county seat of Lincoln County located in the East Central portion of Oklahoma. It is approximately 40 miles east of Oklahoma City, 60 miles west of Tulsa, 25 miles north of Shawnee and 40 miles south and east of Stillwater.

Chandler has a population of 2,562 of which 1,702 are 25 years old or older (U. S. Census, 1970). Of these 1,702, 312 have an eighth grade education or less and 293 more have less than a high school education.

Analysis of the Data

Descriptive statistics and Chi-Square were used to analyze participant responses. The analysis of the study data was based on the four research objectives that served as the focus for this investigation. Information from the response forms was transferred to computer data cards for the purpose of analysis.

The Statistical Package for the Social Sciences (SPSS) (NIE, 1970), available through the Oklahoma State University Computer Center, was used to perform most of the descriptive and Chi-Square statistical analysis of the data in this study. The most notable exceptions were the Chi-Square comparisons between the study population and the Census data for Chandler adults, that were done with a calculator.

Total awareness scores and accuracy scores were used to analyze the data. A total awareness score was computed for each respondent. The total awareness score is the sum of all the adult education programs

with which a given respondent indicated he or she was familiar. The accuracy scores were based on a respondent's knowledge of the location of each program they indicated any awareness of.

The socio-economic information was also used to analyze the data. Age, educational attainment, sex and socio-economic status were compared. Chi-Square was used to make comparisons between participant's responses and derived scores, with participants grouped according to socio-economic status, according to awareness data, and according to accuracy data.

CHAPTER IV

FINDINGS AND ANALYSIS

It was the purpose of this study to determine the level of familiarity of adults in a small rural community with selected adult education programs and opportunities.

The data for this study were obtained through a survey of adult education programs in the Chandler vicinity, and through an instrument administered to adults in the rural community of Chandler, Oklahoma.

Adult Education Programs Available to Chandler Residents

Information concerning adult education programs and opportunities available to Chandler residents identified in the survey included:

1. Business and Industry:

- A. Service Clubs: The Chamber of Commerce holds a meeting once a month and has a program that may be educational and may not be.
- B. Retail Merchant's Credit Association: This association holds regular monthly meetings which provide some educational information for its members. No formal or structured classes are provided.
- C. A shoplifting course was held in Chandler in the past few years (a single-session class) presented by the Gordon

Cooper Area Vocational-Technical School.

- D. A class on credit (single-session class) was also held in Chandler within the past few years.
 - E. Chandler Expanded Metals: They offer no adult education as such, but do sponsor their employees to attend the Vocational-Technical School at Shawnee if they feel the employee needs additional training.
 - F. Lin-Co Manufacturing: This company provides on-the-job training in a one to one situation. They also sponsor employees for training at the Area Vocational-Technical School.
 - G. Chandler Diener Mills: This garment factory provides no occupational or educational opportunities of any kind, other than on-the-job training.
- 2. Community College: There are three junior colleges within 50 miles of Chandler.
 - 3. Cooperative Extension: The Cooperative Extension Service office is located in Chandler since it is the Lincoln County Seat. The Cooperative Extension Service offers extensive adult education programs and opportunities, both formal and informal.
 - 4. Correctional Institutions: There are none in Chandler.
 - 5. Correspondence Schools: There are several available to Chandler residents. However, none are located in Chandler.
 - 6. Educational Broadcasting: There are two educational TV stations available.
 - 7. Evening Colleges: Junior colleges offer adult evening

courses. Also the area vocational-technical school, of which there are three within a 50 mile driving range of Chandler, offer adult evening courses.

8. Governmental Agencies:

A. Armed Forces Education and Training: Chandler is headquarters for the 160th Field Artillery Battalion of the Army National Guard. They offer no adult education for the public. On-the-job training is offered for the enlisted men.

B. Community Action Agency: Once a month an educational film is shown on birth control in their family planning clinic.

C. The Oklahoma Department of Civil Defense sponsored a class on Civil Defense and Tornado Protection the last two years (single-session programs).

D. The city government sponsored a defensive driving course three years ago.

9. Health Agencies: The health agency sponsored a session to train volunteers to do screening for hearing and vision for school children (a one time offering).

10. Labor Unions: They provide no adult education in Chandler and vicinity.

11. Library: The Lincoln county Library located in Chandler offers no adult education.

12. Mass Media: Adult education is available through the written form, but mass media offers no structured or organized adult education.

13. Museums: The Lincoln County museum is located in Chandler. The Lincoln County Historical Society is responsible for the museum. They hold monthly meetings which may or may not be educational.
14. Music: Private music lessons are available.
15. Theater and the Arts: There are none in Chandler but there are some within a 50 mile driving range.
16. Religious Institutions: There are several religious institutions located in Chandler which offer religious education to adults.
17. Service Clubs.
 - A. Red Cross: A first aid course is available to groups and organizations upon request. It has been offered in Chandler to various groups several times in recent years.
 - B. Retail Merchant's Credit Association: They have a regular monthly meeting which provides some educational information for its members.
 - C. YMCA: Chandler does not have a YMCA, but one is located in Shawnee, Oklahoma City, and Stillwater.
 - D. Senior Citizen's Center: There is one located in Chandler which provides adult education programs.
18. Social Welfare: The State Department of Social and Rehabilitative Services offers no adult education except on an individual basis in the form of counseling.
19. Special Purpose Adult Educational Councils: None are located in Chandler.
20. University Continuing Education: There is none located in Chandler.

21. University Extension: Chandler has access to the extension programs of the University of Oklahoma and Oklahoma State University. Some university extension courses have been offered in Chandler.
22. Voluntary Organizations: This included men's and women's clubs and groups.

Other programs identified which did not fall into the above categories included: (1) the adult classes sponsored by the vocational agriculture teacher and the vocational home economics teacher, (2) the adult basic education program, (4) general educational development program (GED), and (5) community education.

Study Participants

There were 104 adult respondents to the survey instrument. All respondents were residents of Chandler. The distribution of respondents by age is contained in Table I. Chi-Square was used to compare the age distribution of study respondents to the age distribution of Chandler residents 18 and over presented in the 1970 U. S. Census data.

The ages of the study participants ranged from 18 to 74 with a mean age of 42.4. The Chi-Square goodness of fit test reflects a statistically significant difference between the study population and the census population according to age distribution (see Table I). Major differences occurred in the 35-44 age group, which was over-represented in the study sample, and in the 65 and older age groups, which were under-represented in the study sample.

Table II contains the distribution of respondents by educational attainment. Of the respondents to the survey, 18.4 percent had less

TABLE I
DISTRIBUTION OF STUDY RESPONDENTS BY AGE

Age in Years	No. of Respondents	Expected No. of Respondents*
18-19	2	2.66
20-24	8	6.86
25-29	12	6.91
30-34	7	6.23
35-39	19	6.35
40-44	15	7.03
45-49	11	7.25
50-54	11	8.05
55-59	8	9.35
60-64	6	10.14
65-69	2	10.20
70+	3	21.82
Total	104	

$$\chi^2 = 66.16$$

$$P = .01$$

$$df = 0$$

*Based on 1970 U. S. Census data for Chandler adults 18 and over.

than a high school education. The study respondents appear to have a much higher level of educational attainment than the general adult population in Chandler.

TABLE II
DISTRIBUTION OF STUDY RESPONDENTS
BY EDUCATION

Educational Attainment	No. of Respondents	Percent	Expected Percent*
Less Than High School	19	18.4	51.6
High School	51	49.6	25.6
More Than High School	34	37.0	22.8
Total	102	100%	100%

$$\chi^2 = 52.7 \quad p < .001 \quad df = 2$$

*Based on 1970 U. S. Census data for Chandler

Table III contains the distribution of study respondents by sex. The Chi-Square comparison of the distribution of study respondents by sex with the U. S. Census data on the adult population of Chandler was statistically non-significant.

Analysis of Program Awareness and Participation Data

The survey included 19 different adult education programs. Respondents indicated their awareness of, or familiarity with each program by responding in the first column of the response form. Table IV contains the number of respondents, the percentage of respondents, and the

TABLE III
DISTRIBUTION OF STUDY RESPONDENTS BY SEX

Sex	No. of Respondents	Percentage	Expected No. of Respondents*
Female	54	51.9	58.5
Male	49	48.1	44.5
Total	103	100%	103

$$\chi^2 = .79 \quad p = .01 \quad df = 1$$

*Based on 1970 U. S. Census data for Chandler adults

program rankings according to the awareness or familiarity with each type of adult education program.

The adult education programs with which the highest percentage of respondents indicated they were familiar with those conducted by Universities (93.3%). Almost 90 percent of the respondents were familiar with adult education programs sponsored by civic organizations (men's and women's clubs and groups). The third most familiar type of adult education program were those offered through the Area Vocational-Technical Schools, with over 85 percent of the respondents saying they were familiar with this type of program. The least familiar programs were those offered through the Adult Technical Institute (19.2%), the Young Homemaker's Organization (31.7%), and adult classes by the vocational agriculture teacher (31.7%).

Table IV indicates that those adult education programs that were most familiar to respondents were also the programs that had the highest participation rates among respondents. The program with the highest level of awareness among respondents, universities, had the second highest participation rate (23.1%). The program with the second highest level of awareness among respondents, civic organization (89.4%), had the highest participation rate (46.2%). The third highest program in terms of respondent awareness, Area Vocational Technical Schools (85.6%), had a participation rate of 13.5 percent which gave it a fourth place ranking. However, this was the program category that respondents were most likely to indicate they knew someone who had participated (68%). Although Senior Citizen's Center ranked only eighth in participation, it ranked second in respondents' knowledge of someone participating.

Table IV indicates that reasons other than awareness and lack of interest ranked highest for non-participation. Reasons included in the "other" category identified by respondents were a lack of time, cost of the program, and distance to travel. In the case of the GED program and the Adult Basic Education, all respondents whose educational levels were higher than these programs were designed for, indicated "other" as their reason for non-participation. Also respondents who had not reached the age for participation in the Senior Citizen's program listed "other" as their reason for non-participation. The category, a lack of awareness, indicated a specific lack of awareness of the adult education programs since respondents to this category were respondents who had already indicated they were aware or familiar with the program. In some cases, the lack of awareness was due to program

TABLE IV
SUMMARY OF STUDY RESPONDENTS PROGRAM
AWARENESS AND PARTICIPATION

Program	<u>Awareness</u>		Rank
	No. of Respondents	Percentage	
Universities	97	93.3	1
Civic Organizations	93	89.4	2
Area Vo-Tech School	89	85.6	3
YMCA	87	83.7	4
Senior Citizen's Center	86	82.7	5
Jr. Colleges	86	82.7	5
Coop. Ext. Service	76	73.1	6
Red Cross Classes	71	61.3	7
Gen. Educ. Dev. (GED)	61	58.7	8
University Extension	52	50.0	9
Young Farmer's Org.	49	47.1	10
Law Officer's Training	49	47.1	10
Adult Basic Education	39	37.5	11
Adult Classes--Voc. Home Ec Teacher	37	35.6	12
State Tech. Inst.	36	34.6	13
Community Education	35	33.7	14
Adult Classes--Voc. Agri. Teacher	33	31.7	15
Young Homemakers Org.	33	31.7	15
Adult Technical Inst.	20	19.2	16

TABLE IV (CONTINUED)

Program	<u>Participation</u>		
	No. of Respondents	Percentage	Rank
Universities	24	23.1	2
Civic Organizations	48	46.2	1
Area Vo-Tech School	14	13.5	4
YMCA	11	10.6	7
Senior Citizen's Center	8	7.7	8
Jr. Colleges	13	12.5	5
Coop. Ext. Service	22	21.2	3
Red Cross Classes	22	21.2	3
Gen. Educ. Dev. (GED)	4	3.8	11
University Extension	8	7.7	8
Young Farmer's Org.	1	1.0	12
Law Officer's Training	5	4.8	10
Adult Basic Education	12	11.5	6
Adult Classes--Voc. Home Ec Teacher	5	4.8	10
State Tech. Inst.	4	3.8	11
Community Education	7	6.7	9
Adult Classes--Voc. Agri. Teacher	7	6.7	9
Young Homemakers Org.	1	1.0	12
Adult Technical Inst.	1	1.0	12

TABLE IV (CONTINUED)

Program	<u>Knew Someone Who Had Participated</u>		
	No. of Respondents	Percentage	Rank
Universities	62	59.6	3
Civic Organizations	35	33.7	6
Area Vo-Tech School	71	68.3	1
YMCA	37	35.6	5
Senior Citizen's Center	64	61.5	2
Jr. Colleges	57	54.8	4
Coop. Ext. Service	26	25.0	11
Red Cross Classes	30	28.8	8
Gen. Educ. Dev. (GED)	29	27.9	9
University Extension	27	26.0	10
Young Farmer's Org.	29	27.9	9
Law Officer's Training	33	31.7	7
Adult Basic Education	13	12.5	14
Adult Classes--Voc. Home Ec Teacher	22	21.2	12
State Tech. Inst.	26	25.0	11
Community Education	16	15.4	13
Adult Classes--Voc. Agri. Teacher	16	15.4	13
Young Homemakers Org.	16	15.4	13
Adult Technical Inst.	11	10.6	15

TABLE IV (CONTINUED)

Program	Non-Participation					
	No Interest		Lack of Awareness		Other	
	No. of Res.	Percent*	No. of Res.	Percent*	No. of Res.	Percent*
Universities	18	18.6	4	4.1	50	52.5
Civic Org.	23	24.7	4	4.3	19	20.4
Area Vo-Tech	15	16.8	2	2.2	59	66.0
YMCA	10	11.5	6	6.9	53	75.9
Senior Citizen's	11	12.8	2	2.3	61	70.9
Jr. Colleges	21	24.4	6	6.9	47	54.7
Coop.Ext.Ser.	15	19.7	7	9.2	32	42.1
Red Cross Classes	14	19.7	10	14.0	23	32.4
Gen.Educ.Dev.	5	8.1	6	9.8	45	73.8
University Ext.	15	28.8	3	5.8	28	53.8
Young Farmer's	12	24.5	3	5.1	25	50.0
Law Officer Trng.	16	32.7	5	10.2	22	44.9
Adult Basic Ed.	5	12.8	3	7.7	30	76.9
Adult Classes-- Voc. Home Ec	11	29.7	4	10.8	23	62.2
State Tech.Inst.	10	27.8	2	5.6	25	69.4
Community Ed.	6	17.1	7	20.0	19	54.3
Adult Classes-- Voc.Agri. Tchr.	10	30.3	1	3.0	18	54.5
Young Homemaker's	2	6.1	0	0	25	75.6
Adult Tech. Inst.	4	20.0	1	5.0	16	80.0

*percentages were calculated using the number of respondents aware of the program as a base

location, when the program was conducted and what, specifically, was offered in the program. An example would be the Red Cross Classes that ten respondents indicated a lack of awareness. This ten represents 14 percent of those who indicated they were aware of the program. Although the respondents knew the programs were available, their awareness was limited by some factor such as knowledge of when or where classes were held.

Chi-Square Analysis of Background Variables

Respondents' background information was analyzed to determine if there were any statistically significant differences. The background variables were divided according to the following groups:

Age--18 through 39 years, 40 through 59 years, and 60 through the highest age of 74.

Education--Less than high school, high school and more than high school.

Socio-Economic Status--Lower one-third, middle one-third, and upper one-third. The lower one-third category represents occupations with socio-economic scores ranging from lowest occupation through those with socio-economics scores of 32. The middle group represents occupations with socio-economic scores ranging from 33 through 64, and the upper group represents occupations with socio-economic scores ranging from 65 through the highest (Blau and Duncan).

Educational attainment divisions were grouped to provide easy comparison of those with less than high school education, high school education and more than high school education. Socio-economic status groupings were divided to provide approximately three equal groups

according to their occupation. Age divisions were grouped to provide approximately 20 year divisions. While other divisions according to age would have been highly desirable, the distribution of respondents, particularly in the under 30 years and over 50 years of age agroups, would have been very disproportionate. The groups used are a compromise, but do permit comparisons based on early, middle, and later adulthood.

Chi-Square tests of independence were computed for the following pairs of variables: education and sex, education and socio-economic status, age and education, age and sex, age and socio-economic status, sex and socio-economic status. The results from these are presented in Table V. The background variables were statistically independent of one another with the exception of education by sex, and education by socio-economic status. There were no significant differences in comparisons of: age by education, age by sex, age by socio-economic status, or sex by socio-economic status.

In the comparison between educational attainment and sex, more males (52%) indicated that their level of educational attainment was beyond high school, while only 14 percent of females were in the same category. Most of the respondents who indicated that their level of educational attainment was high school were female. Over 64 percent of females were in this category, with only 32 percent of males. Finally, there were more females in the less than high school level than males, 20.4 percent compared to 16 percent.

The comparison of education by socio-economic status indicated the high socio-economic status group had the highest level of education. Over 45 percent of the respondents in the lower educational attainment

group were also in the lower socio-economic status group according to the occupations they reported. Close to 56 percent of the respondents in the middle educational attainment group were in the middle socio-economic status group, while 55 percent of those in the higher educational attainment group (beyond high school) were in the higher socio-economic group. Only 10 percent of those in the higher educational attainment group were also in the lower socio-economic group, and 10 percent of those in the lower educational attainment group were in the high socio-economic group.

TABLE V
CHI-SQUARE COMPARISONS BETWEEN STUDY RESPONDENTS'
BACKGROUND VARIABLES

Variable	Educational Attainment	Sex	Socio-Economic Status
Sex	16.952 p = .002*		
Socio-Economic Status	23.586 p = .000*	3.636 p = .163	4.906 p = .297
Age	1.578 p = .812	.379 p = .827	n/c**

*p < .001

**not calculated

Each of the participant background variables; age, education, socio-economic status, and sex, was used to group respondents for comparisons between individuals who indicated they were familiar with a

given adult education program and those who were not. Chi-Square was used to test the independence between the two given variables for each of the 19 programs. For example, Chi-Square was used to test the following for comparisons for University Extension programs: age versus awareness, sex versus awareness, educational attainment versus awareness and socio-economic status versus awareness. These four comparisons were completed for each program listed on the Survey Form.

Chi-Square Analysis of Awareness by Age

A significant difference in awareness of adult education programs by age was found for one program, Cooperative Extension Service. Only 61 percent of the younger age group (18 to 39 years) compared to over 90 percent of the older age group (60 years and older) were aware of this program.

Chi-Square Analysis of Awareness by Education

Several statistically significant Chi-Square resulted from comparisons between program awareness and educational attainment. The significant findings are summarized in the following listing and in Table VI:

1. Adult Technical Institute: In the less than high school group, slightly more than five percent were aware of this program. This compares to over 32 percent in the more than high school group.
2. Adult Classes by the Vocational Home Economics Teacher: Only ten percent of the less than high school group were aware of this program compared to nearly 59 percent of the more than high school group.

3. Adult Classes by the Vocational Agriculture Teacher: Close to 52 percent of the more than high school group were aware of this program compared to slightly under 27 percent of the less than high school group.

4. Senior Citizen's Center: Slightly more than 63 percent of the less than high school group were aware of this program. This compares to over 92 percent of the high school group and over 82 percent of the more than high school group who indicated they were aware of this program.

5. Red Cross Classes: Just under 37 percent of the less than high school group, 92 percent of the high school group and 82 percent of the more than high school group indicated they were aware of this program.

6. University Extension: Slightly more than 26 percent of the less than high school group compared to more than 70 percent of the more than high school group were aware of this program.

7. Junior Colleges: More than 91 percent of the more than high school group were aware of this program while only slightly more than 63 percent of the less than high school group indicated awareness.

8. Cooperative Extension Service: 52 percent of the less than high school group compared to 85 percent of the more than high school group were aware of this program.

Another comparison approached statistical significant. The Young Farmer's Organization had $p = .0595$. Over 42 percent of the less than high school group were aware of this program compared to nearly 65 percent of the more than high school group.

TABLE VI
SUMMARY OF CHI-SQUARE COMPARISONS BETWEEN
PROGRAM AWARENESS AND AGE, EDUCATION,
SOCIO-ECONOMIC STATUS AND SEX

Program	Age	Educational Attainment	Socio-Economic Status	Sex
Area Vo-Tech School	.33 p = .846	3.44 p = .178	.56 p = .755	.50 p = .479
Adult Technical Institute	4.45 p = .107	6.56 p = .037*	1.08 p = .580	.19 p = .659
State Technical Institute	2.77 p = .249	1.90 p = 3.85	3.64 p = .161	.49 p = .482
Law Officer's Trng.	3.78 p = .150	4.51 p = .104	3.37 p = .185	.54 p = .460
Adult Classes--Voc. Home Ec Teacher	2.60 p = .271	13.41 p = .000**	2.00 p = .367	.00 p = .925
Young Homemaker's Org.	.70 p = .701	4.86 p = .088	4.72 p = .094	.02 p = .877
Adult Classes--Voc. Agri. Teacher	.17 p = .917	9.55 p = .000**	1.52 p = .467	18.04 p = .000***
Young Farmer's Org.	.06 p = .967	5.64 p = .059	1.38 p = .501	11.04 p = .000***
Adult Basic Education	5.00 p = .081	.48 p = .786	2.87 p = .237	.25 p = .612
General Educ. Development	.25 p = .881	.60 p = .740	.29 p = .861	.85 p = .356
Community Education	2.88 p = .236	4.29 p = .116	11.43 p = .488	1.23 p = .266
YMCA	1.13 p = .565	2.20 p = .331	1.60 p = .447	.03 p = .862
Senior Citizen's Center	3.58 p = .166	8.57 p = .013*	10.13 p = .006**	5.27 p = .021*
Red Cross Classes	2.09 p = .351	10.63 p = .000**	6.99 p = .030*	.02 p = .877

TABLE VI (CONTINUED)

Program	Age	Educational Attainment	Socio-Economic Status	Sex
Civic Organizations	1.89 p = .387	4.94 p = .084	3.17 p = .204	.21 p = .644
University Extension	4.30 p = .116	10.16 p = .006**	5.24 p = .072	.00 p = .994
Universities	3.26 p = .195	1.31 p = .51	3.09 p = .213	.01 p = .916
Junior Colleges	.11 p = .942	7.50 p = .023*	6.33 p = .042*	3.80 p = .051
Coop. Ext. Services	6.86 p = .032*	6.62 p = .036*	.82 p = .663	.18 p = .670

*p < .05

**p < .01

***p < .001

Chi-Square Analysis of Awareness by Socio-Economic Status

There was a significant difference between upper, middle, and lower socio-economic status groups regarding program awareness for three programs. Respondents were more aware of the Senior Citizen's Center program in the upper socio-economic status group. In the lower socio-economic status group, 60 percent were aware compared to 90 percent in the upper group. The respondents in the lower socio-economic group indicated 55 percent awareness for the Red Cross program, while 81 percent in the middle group and 58 percent of the upper group were aware of this program. Junior College respondents showed a

65 percent awareness for the lower socio-economic status group, with the middle group indicating 87 percent and the upper group indicating a 95 percent awareness.

Two other comparisons approached statistical significance and are listed below:

1. University Extension: This program approached significance with a $p = .072$. Only 30 percent of the lower socio-economic status group were aware of this program while 60 percent of the middle group and 50 percent of the upper group were aware.

Chi-Square Analysis of Awareness by Sex

Three Chi-Square comparisons between program awareness and respondents grouped according to sex resulted in statistically significant differences.

1. Adult classes by the Vocational Agriculture teacher: Only 13 percent of the females were aware of this program compared to 54 percent of the males.

2. Young Farmer's Organization: Less than 32 percent of the females were aware of this program compared to over 66 percent of the males.

3. Senior Citizen's Center: Nearly 93 percent of the females were aware of this program compared to only 74 percent of the males.

One additional comparison approached statistical significance, Junior Colleges with a $p = .0512$. Slightly less than 76 percent of the females were aware of this program compared to over 92 percent of the males.

Total Awareness Scores

A total awareness score (TA) was computed for each respondent. The TA score is the sum of all the adult education programs with which a given respondent indicated he or she was familiar. Table VII contains the distribution of respondents according to their total awareness scores. The total awareness scores ranged from one person who was not familiar with any of the programs, to two people who were familiar with 18 of the 19 programs.

Respondents were grouped into three divisions according to their total awareness scores in order to make Chi-Square comparisons. The lowest group included those who were aware of eight or less programs. The middle group included those who were aware of nine to eleven programs. The highest group included those who were aware of 12 or more programs. These divisions provided approximately equal numbers of respondents in each group.

Accuracy Scores

An accuracy score was calculated for each respondent in the study. The accuracy score is based on a respondent's knowledge of the location of each program of indicated awareness. The accuracy scores were calculated by summing the number of correct responses to the question regarding the location of each program with which the respondent indicated he or she was aware and dividing the total by their total awareness score. The result was multiplied by 100 to convert it to a percentage. The accuracy scores ranged from one person having no correct responses to two people having an accuracy

TABLE VII
DISTRIBUTION OF STUDY RESPONDENTS BY THEIR
TOTAL AWARENESS SCORES

Total Awareness Score	No. of Respondents	Percentage
0	1	1.0
3	1	1.0
4	2	1.9
5	2	1.9
6	5	4.8
7	6	5.8
8	12	11.5
9	9	8.7
10	11	10.6
11	13	12.5
12	9	8.7
13	6	5.8
14	6	5.8
15	5	4.8
16	7	6.7
17	7	7.7
18	2	1.9
Total	104	100%

score of 70 percent. Over 51 percent of the respondents had an accuracy score of 50 percent or less. Table VIII contains the accuracy scores of respondents for all programs.

TABLE VIII
DISTRIBUTION OF STUDY RESPONDENTS BY THEIR
TOTAL ACCURACY SCORES

Accuracy Score (%)	No. of Respondents	Percentage
0 - 10	1	1.0
11 - 20	0	0
21 - 30	1	1.0
31 - 40	13	13.5
41 - 50	28	26.9
51 - 60	39	37.4
61 - 70	22	21.1
Totals	104	100%

Chi-Square Analysis of Program Awareness
by Total Awareness

A Chi-Square was computed for program awareness by total awareness. Total awareness scores were divided in the three groups given above. Total awareness for each program was statistically determined according

to respondents' distribution in the awareness score groups. There was a significant difference in total awareness for all programs except the Senior Citizen's Center. Those respondents in the lower awareness group for the Senior Citizen's Center program tended to be almost as aware of the program as those respondents in the high awareness group. For all the other programs, the individuals with the highest total awareness scores tended to also be the persons who were more aware of each individual program.

Chi-Square Analysis of Program Awareness by Accuracy

The respondents were grouped into two groups according to their accuracy scores. The low accuracy group contained all respondents who had 50 percent or less accuracy. There were 43 in this group. The high accuracy group contained all respondents who had more than 50 percent accuracy scores. Sixty-one were in this group.

The Chi-Square comparisons of program awareness by total accuracy indicated there were significant differences in accuracy scores for nine programs. The high accuracy group tended to be much more aware of the Police training program and the University Extension program than those with low accuracy scores. Those with low accuracy scores were highly unaware of this program. For the Adult Basic Education program and adult classes by the vocational home economics teacher, the low accuracy group tended to be much less likely to be aware of these programs. The high accuracy group was about equally divided between awareness and unawareness. The Red Cross Classes, the GED program and Cooperative Extension Service programs showed that respondents in the

high accuracy group were very likely to be aware of the program, but respondents in the low accuracy group were approximately evenly divided between awareness and unawareness of these programs. Civic Organizations and the Senior Citizen's Center programs indicated that the high accuracy group was very aware of these programs. Low accuracy groups were also aware of these programs, but not to the same degree as the high accuracy groups. The Young Homemaker's Organization approached significance with a $p = .076$. The low accuracy group tended to be much less likely to be aware of this program. The high accuracy group were also more unlikely to be aware of this program. Table IX contains the summary of the Chi-Square analysis of programs awareness by total awareness and total accuracy.

Chi-Square analysis for total program awareness by age, by sex, by socio-economic status, and by educational attainment was computed. Also Chi-Square was computed for total program accuracy according to age, sex, socio-economic status, and educational attainment. Two statistically significant differences were indicated. Total awareness according to educational attainment was significant. The respondents in the study indicated that their total awareness in regard to adult education programs tended to increase with increased educational attainment. Those with the higher educational attainment had the higher awareness of programs. The other statistical difference noted was accuracy scores according to age. It appears that accuracy increases with age. Only 40 percent of the 18-39 age group were in the high accuracy category, while 90 percent of the respondents in the 60 and over age group were in that category. Table X contains a summary of the Chi-Square analysis of total awareness and total accuracy according to age, sex, socio-economic status and educational attainment.

TABLE IX
CHI-SQUARE ANALYSIS OF PROGRAM AWARENESS BY
TOTAL AWARENESS AND TOTAL ACCURACY

Program	Total Awareness	Total Accuracy
Area Vo-Tech School	6.947 p = .031*	.172 p = .678
Adult Technical Institute	9.292 p = .009**	.386 p = .534
State Technical Institute	13.149 p = .001**	1.773 p = .182
Law Officer's Trng.	28.483 p = .000***	10.612 p = .001**
Adult Classes--Voc. Home Ec Teacher	31.357 p = .000***	8.892 p = .002**
Young Homemaker's Org.	30.096 p = .000***	3.143 p = .076
Adult Classes--Voc. Agri. Teacher	9.045 p = .010*	.035 p = .851
Young Farmer's Org.	13.641 p = .001**	.750 p = .386
Adult Basic Education	30.043 p = .000***	12.584 p = .000***
General Educ. Development	27.406 p = .000***	8.282 p = .003**
Community Education	18.744 p = .000***	1.567 p = .21
YMCA	15.905 p = .000***	.081 p = .755
Senior Citizen's Center	5.362 p = .068	12.142 p = .000***
Red Cross Classes	30.313 p = .000***	6.276 p = .012*

TABLE IX (CONTINUED)

Program	Total Awareness	Total Accuracy
Civic Organizations	15.724 p = .000***	5.167 p = .023*
University Extension	26.732 p = .000***	32.960 p = .000***
Universities	12.751 p = .001**	.231 p = .630
Junior Colleges	13.047 p = .001**	.677 p = .410
Cooperative Extension Service	36.763 p = .000***	16.045 p = .000***

*p < .05

**p < .01

***p < .001

Accuracy scores according to sex approached significance with a $p = .054$. Males were more predominate in the low accuracy group with 60 percent compared to almost 40 percent of the females. Females were more predominate in the high accuracy group with 61 percent compared to only 39 percent of the males being in the high accuracy group. Females tend to be more accurate regarding information about adult education programs than males.

A Chi-Square comparison between total accuracy and total awareness was computed. Those respondents with highest accuracy scores also tended to have the highest awareness scores. As total awareness goes up, accuracy increases too. This Chi-Square analysis is contained in Table XI.

TABLE X
SUMMARY OF CHI-SQUARE ANALYSIS OF TOTAL PROGRAM
AWARENESS AND TOTAL PROGRAM ACCURACY BY AGE,
SEX, SOCIO-ECONOMIC STATUS AND
EDUCATIONAL ATTAINMENT

	Total Awareness Scores	Total Accuracy Scores
Age	5.34 p = .254	13.36 p = .001***
Sex	.15 p = .926	3.70 p = .054
Socio-Economic Status	4.59 p = .331	2.76 p = .250
Educational Attainment	12.38 p = .014*	1.51 p = .469

*p < .05

**p < .01

***p < .001

TABLE XI
CHI-SQUARE COMPARISON BETWEEN ACCURACY
AND TOTAL AWARENESS

	Low Accuracy Group	High Accuracy Group
Low Awareness Group	21 72.4%	8 27.6%
Middle Accuracy Group	13 39.4%	20 60.6%
High Awareness Group	9 21.4%	33 78.6%

 $\chi^2 = 18.46$
 $p = .000$

2 df

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

In this study, the indicated level of familiarity of adults in a small rural community with selected adult education programs and opportunities was analyzed.

One hundred and four Chandler adults were surveyed through the use of a response form. Nineteen adult education programs and opportunities were selected to be included in the study. The 19 programs were selected from a telephone survey and personal contact taken to determine adult education programs and opportunities available to Chandler residents.

The 19 selected programs were categorized into four program sections on the response form. They were: occupational and technical, general education, continuing education, civic and community based.

Respondents were asked to identify those programs with which they were familiar or of which they were aware. For those programs in which an awareness was indicated, respondents were also asked to indicate the program's location, their degree of participation in the program or reasons for non-participation. Socio-economic data collected on each respondent included: occupation, sex, age, and educational attainment.

The findings from this study must be interpreted in light of the following limitations: (1) The respondents in the study were significantly different according to age categories from the population of Chandler. Age differences occurred in the 35-44 year age group which was over-represented in the study, and in the 65 and older age group which was under-represented in the study. However, the age group distribution in the study does correspond with ages of adults most likely to be concerned with adult education endeavors, according to Johnstone and Rivera (1970) in their studies of adult participants. (2) The respondents in the study were significantly different from the population of Chandler according to educational attainment. Respondents in the study had higher indicated levels of educational attainment than the population of Chandler. These differences limit the findings of the study to the study participants and prohibits generalization to the population of Chandler as a whole. However, there were no systematic differences in the background characteristics of the respondents according to age by education, age by sex, age by socio-economic status or sex by socio-economic status. Significant background differences were found in educational attainment by sex and educational attainment by socio-economic status. More males than females were in the upper one third category of educational attainment and more females were in the lower one third category of educational attainment than males (see Table V, page 36). The higher socio-economic status group had the highest educational attainment as would be expected.

The following is a summary of the findings based on the research objectives developed for this study.

An analysis of the data indicates there were some significant

differences in the indicated level of familiarity of the selected programs of the study respondents. Programs most familiar to the respondents were University programs, Civic Organizations and the Area Vocational-Technical Schools. Over 93 percent of the respondents were familiar with University programs. Nearly 90 percent were familiar with Civic Organizations and more than 85 percent were familiar with the Area Vocational-Technical Schools. Programs least familiar to respondents were the Adult Technical Institute, the Young Homemaker's Organization, and the Adult Classes sponsored by the Vocational Agriculture Teacher. Only 19 percent of the respondents were familiar with the Adult Technical Institute. Less than a third of the respondents were familiar with the Young Homemaker's Organization and the Adult Classes sponsored by the Vocational Agriculture teacher. Other programs with which 50 percent or less of the respondents were familiar included University Extension, Young Farmer's Organization, Law Officer's training course, Adult Basic Education, Adult Classes by the Vocational Home Economics Teacher, State Technical Institute and Community Education Program.

Programs which showed the highest awareness among respondents also tended to have the highest participation rates. Civic Organizations had the highest rate of participation among respondents, and had the second highest awareness rating. University programs were second in level of respondent participation and first in awareness. The third most familiar program to respondents was the Area Vocational-Technical Schools. Although it ranked fourth in participation, more respondents indicated they knew of someone participating in this program than in any other program. Two programs tied for third highest participation

rate; Red Cross Classes and Cooperative Extension Service. However, both had a lower awareness percentage than Junior Colleges, Senior Citizen's Center, YMCA, and Area Vocational-Technical Schools, but had higher participation rates. One factor influencing participation could be distance. Brunner's findings (1957) that accessibility and proximity to centers for adult education increase participation would indicate that this is a plausible explanation. Both Red Cross and Cooperative Extension Service are available in Chandler while Junior Colleges, YMCA and Area Vocational-Technical School programs are all at least 20 miles away. Participation in the Senior Citizen's program would definitely be influenced by its limitation to older adults.

There were statistically significant differences in familiarity of some programs according to the selected socio-economic data of educational attainment, socio-economic status, age and sex.

Age was a significant factor in the familiarity of adults with the Cooperative Extension Service program. Older adults were more aware of this program than younger adults. This finding substantiates Verner (1957) findings that the Cooperative Extension Service's audience is an older audience. Educational attainment was a significant factor in the familiarity of the respondents with eight programs and approached significance in one other. The eight programs where educational attainment was significant were: Adult Technical Institute, Adult Classes by the Vocational Agriculture Teacher, Senior Citizen's Center, Red Cross Classes, University Extension, Junior Colleges and the Cooperative Extension Service. The program that approached significance with a $p < .08$ was the Young Farmer's Organization. In all cases, respondents with the higher educational attainment were more likely to indicate

they were familiar with more programs. As educational attainment level went up, familiarity or program awareness increased.

Socio-economic status was a significant factor in the familiarity of three programs: Senior Citizen's Center, Junior Colleges and Red Cross Classes. Socio-economic status approached significance for University Extension with a $p = .072$. Regarding all of these programs, respondents with the lowest socio-economic status were the least familiar with the programs. Program familiarity increased with increased socio-economic status.

Sex was a significant factor in the familiarity of three programs: Adult Classes by the Vocational Agriculture Teacher, the Young Farmer's Organization and the Senior Citizen's Center. Males were more familiar with the Adult Classes by the Vocational Agriculture teacher and with the Young Farmer's Organization. Females were more familiar than males with the Senior Citizen's Center. The Vocational Agriculture Adult Classes and the Young Farmer's Organization are both male oriented programs and differences in familiarity would be expected. Differences in familiarity with Junior Colleges approached significance according to sex with a $p = .0512$. More males than females were familiar with this program.

Programs with two or more factors affecting familiarity of the study respondents were: Adult Classes by the Vocational Agriculture Teacher, the Senior Citizen's Center, Red Cross Classes, Junior Colleges, and Cooperative Extension Service. Educational attainment and sex were significant factors affecting Adult Classes by the Vocational Agriculture Teacher. Educational attainment, socio-economic status and sex were factors affecting awareness of the Senior Citizen's Center program and

Junior College programs. Educational attainment and socio-economic status were the factors affecting familiarity with the Red Cross Classes. Factors for the Cooperative Extension Service that were significant were age and educational attainment.

Accuracy scores were significant according to age and approached significance according to sex. The older age groups were more accurate than the younger ages about program locations. Females were more accurate about program locations than males.

Significant differences in accuracy scores occurred in relationship to nine programs. Programs with significant differences in accuracy scores included: (1) Police Training Program, (2) University Extension, (3) Adult Basic Education, (4) Adult Classes by the Vocational Home Economics Teacher, (5) Red Cross Classes, (6) General Educational Development, (7) Cooperative Extension Service, (8) Civic Organizations, and (9) Senior Citizen's Center.

Significant difference in total awareness were obtained for all programs except Senior Citizens, which would indicate it was rather widely known.

Educational attainment was a significant factor in awareness of programs. The higher the educational attainment level of the respondent, the more aware they were of adult education programs. As total awareness goes up, accuracy also goes up.

Conclusions

As familiarity of programs increases, participation increases. Program familiarity goes up with educational attainment and socio-economic status. These two factors were found to be significant more

times than other factors.

The older age groups have the best information regarding adult education programs. The accuracy of their information increases with age. Females tend to be more accurate regarding information about adult education programs. Individuals with low accuracy scores are more likely to indicate that they were not aware of the programs included in the study.

Since more males than females had the higher educational attainment and more males than females were aware of Junior Colleges, this would have possible implications that post secondary offerings in the Chandler area are in fields labeled predominantly for males. Another interpretation of this information could be that local attitudes may be more likely to influence males to continue educational pursuits past high school.

Age was a factor in familiarity of Cooperative Extension Service alone. Older adults were significantly more familiar with this program, therefore, it may not be reaching the younger adults with its program. Because it is known as an agriculturally oriented program, younger adults may not be as aware of it because of the move away from agriculture by younger people.

Programs such as the Adult Technical Institute which is located in Oklahoma City and Oklahoma State Tech in Okmulgee need to be concerned about developing an awareness among people in rural areas with regard to their programs. However, in fairness to these institutions, the Survey Form did not clearly identify them and hence may have lowered the resulting familiarity scores.

Programs which have a low degree of familiarity need to increase their program awareness among specific clientele for whom the program is designed, i.e., Young Homemaker's Organization, Adult Classes by the Vocational Agriculture teacher and the Vocational Home Economics teacher.

Recommendations

Based on the findings of this research, the writer suggests the following recommendations:

1. That further studies using a more accurate sampling technique be conducted to determine the level of familiarity or awareness adults in rural areas have with various adult education programs and opportunities.
2. That further studies be conducted comparing the level of familiarity with selected adult education programs to the level of familiarity of rural adults to that of urban.
3. That studies be made to determine ways to better familiarize rural adults with selected adult education programs and opportunities, especially adults with low educational attainment and low socio-economic status.

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APPENDIX A

RESPONSE FORM

OCCUPATIONAL AND TECHNICAL	Place a check beside any of the following programs with which you are familiar or are at least aware of	Check one of the following for each program with which you are familiar			Have you participated in any of the programs checked?		Was your non-participation due to:		
	(1)	located in Chandler (2)	located within 50 miles (3)	Don't know (4)	Yes (5)	No, but I know someone who has (6)	a lack of interest (7)	a lack of aware- ness (8)	other (9)
1. Area Vocational-Technical School									
2. Adult Technical Institute									
3. State Technical Institute									
4. Law Officers Training Course*									
Adult Classes of the Vocational Home									
5. Economics Teacher									
6. Young Homemakers Organization (YHO)									
Adult Classes by the Vocational									
7. Agriculture Teacher									
8. Young Farmers Organization									

*4. The Law Officers Training Course is sponsored by the Oklahoma Reserve Law Officers Assoc.

WHEN YOU HAVE FINISHED THIS PART OF THE SURVEY, REMOVE THE RESPONSE SHEET AND FILL IN THE INFORMATION ON THE BACK.

1. Your Occupation _____

2. Year in which you were born _____

3. Schooling Completed

A. Check the highest grade completed

Grade School

Less than 8th grade

8th grade

High School

9th grade

10th grade

11th grade

12th grade

College

1 yr.

2 yrs.

3 yrs.

4 yrs.

Graduate School

1 yr.

2 yrs.

B. Check any of the following post secondary programs
in which you have participated.

Vocational Technical School - Adult Programs

College (UNiversity or Junior College)

Other trade schools or correspondence courses

Please list _____

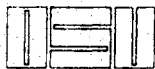
4. Sex

Female

Male

APPENDIX B

LETTER OF INTRODUCTION TO STUDY RESPONDENTS



Oklahoma State University

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA, 74074
CLASSROOM BUILDING 406
(405) 372-6211, EXT. 6287

Dear Friend,

Would you assist me with this survey? I am a graduate student at Oklahoma State University. The study concerns adult education.

There are no right or wrong answers. You are not being graded. This is simply a study to determine what adults in the Chandler area know about adult educational programs and opportunities.

You can help make this study useful by indicating your knowledge of the adult education programs listed in this survey. If you have questions about how to fill out the form, I will be glad to answer them.

I appreciate your time and assistance.

Sincerely,

Kay Scruggs,
Graduate Student
Oklahoma State University

VITA

Kay LaWayne Scruggs

Candidate for the Degree of

Master of Science

Thesis: FAMILIARITY OF ADULT RESIDENTS OF CHANDLER, OKLAHOMA, WITH
SELECTED ADULT EDUCATION PROGRAMS AND OPPORTUNITIES

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Rocky, Oklahoma, February 5, 1940, the daughter of Ira and Eula Merchant.

Education: Graduated from Rocky High School, Rocky, Oklahoma, in May, 1958; attended Southwestern State University at Weatherford, Oklahoma from 1958 to 1960; attended Austin Peay State University of Clarksville, Tennessee, from 1960 to 1962; received a Bachelor of Science in Secondary Education with a major in Home Economics and a minor in Biological Sciences in May, 1962; engaged in graduate study at Oklahoma State University, Stillwater, Oklahoma in 1975-76, completed requirement for the Master of Science degree, with a major in Vocational-Technical and Career Education at Oklahoma State University in July, 1976.

Professional Experience: General Science Teacher at Hopkinsville, Kentucky, 1963, Extension Home Demonstration Agent for the Texas Cooperative Extension Service from September, 1963 to May, 1970, Extension Home Economist for the Oklahoma Cooperative Extension Service from November, 1970 to June, 1974.

Professional Organizations: Member of the Adult Education Association of the U. S. A., Oklahoma Adult Education Association (charter member), American Home Economics Association, Phi Delta Kappa.