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OPINIONS OF TRADITIONAL AND NONTRADITIONAL FEMALE
STUDENTS AS EXPRESSED AMONG AND TOWARD EACH OTHER IN A
SELECTED POSTSECONDARY EDUCATIONAL INSTITUTION

The University of Oklahoma

Ed.D. 1983

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

OPINIONS OF TRADITIONAL AND NONTRADITIONAL
FEMALE STUDENTS AS EXPRESSED AMONG AND TOWARD EACH OTHER
IN A SELECTED POSTSECONDARY EDUCATIONAL INSTITUTION

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
JUANITA WITTRICK KRITTENBRINK

Okarche, Oklahoma

1983

OPINIONS OF TRADITIONAL AND NONTRADITIONAL
FEMALE STUDENTS AS EXPRESSED AMONG AND TOWARD EACH OTHER
IN A SELECTED POSTSECONDARY EDUCATIONAL INSTITUTION

APPROVED BY

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OPINIONS OF TRADITIONAL AND NONTRADITIONAL
FEMALE STUDENTS AS EXPRESSED AMONG AND TOWARD EACH OTHER
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BY: JUANITA WITTROCK KRITTENBRINK

MAJOR PROFESSOR: CHARLYCE KING, Ed.D.

This study was designed to examine the different opinions women students hold among and toward each other with age as the primary consideration. The eight (8) basic areas of concern were: (1) self-concepts; (2) intelligence; (3) educational goals; (4) competitiveness; (5) family concerns; (6) treatment; (7) time commitment; (8) monetary commitment.

A total of one hundred and forty-six (146) respondents completed the "Demographic Background Information" page and the "Opinion of Self and Others" questionnaire. Reliability of the opinions instrument was established and the statistical treatment applied included the usage of the chi-square tests for the frequency distribution. The .05 level of significance established the significant difference and sixteen (16) of the forty-five (45) questions from the opinions questionnaire showed significant differences.

The three (3) age divisions for the study were: "Younger" women students (ages 18 - 24 years); "Middle-Aged" students (ages 25 - 34 years); and "Older" students (ages 35 years and beyond). Significant differences in opinions were held among the ages in relation to the following: Self-concept, Competitiveness, Family, Treatment of Students, and Time Commitment.

The final indications showed that women, of all ages, enjoyed either entering or re-entering the specific educational institution. Although age did prove to be a factor, it was not a restrictor as all ages of the women students seemed very enthusiastic in continuing their education.

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I am deeply indebted to many people who contributed to this study. Without the help and encouragement of these special individuals, my dream would never have become a reality.

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To the Administration and my very close friends at El Reno Junior College I should also like to express my sincere appreciation for all their support and encouragement along the way.

Finally, I wish to express my heartfelt thanks to my father and mother, Cletus and Loretta Wittrock, for all their advice and strength they have offered me during my years of educational pursuit. My husband, Michael, deserves special recognition for his constant belief in me and love toward me.

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CHAPTER I

INTRODUCTION

Background of the Study

Retirement does two things,
Motivates, gives one wings.
Martha J. Newton (1974)

In recent years, adult women have been seeking a college education in increasingly greater numbers. Women are recognizing the need for a furtherment of their education, whether it be for entry into the employment field, promotion within their field of specialization, or for a greater sense of self-fulfillment. Women are either entering or re-entering the educational field.

The number of women over the age of twenty-five attending college has increased almost tenfold in the past twenty years.¹ Tittle and

¹M. A. Espersson, "The Mature Woman Student Returning to Higher Education in a Liberal Arts College for Adults," Dissertation Abstracts International 36 (1975): 1242-A.

Denker (1977) indicated that the number of women over the age of thirty who are enrolled in college has doubled in the past decade.¹ The emphasis now is on the woman student, particularly the female reentry student.

Because the number of women returning to postsecondary education has been a relatively recent phenomenon, various aspects of this new student population have been left undiscussed. Education is still conceptualized as being formal training for the young.² Previously, the history of adult education in the United States clearly documented a tendency to deal with adult educational needs by developing separate educational programs rather than attempting to integrate the young and old in the same classroom and courses of study. Thus, the educational gap between the younger and older generations has increasingly become larger.³

A second chance for these more mature students is an even greater necessity in contemporary American society. This second chance, though, has not been made much easier; academia is still considered to be quite difficult by the person who has been away from the educational system for years. Fears and doubts, in addition to other emotional and behavioral problems, create hardships in adjusting to the new student roles for many

¹C. K. Tittle and E. R. Denker, "Kuder Occupational Interest Survey Profiles of Re-entry Women," Journal of Counseling Psychology 24 (1977): 293-300.

²Ann P. Parelius, "Age Inequality in Educational Opportunity: The Needs of Adult Students in Higher Education," Adult Education XXIX (1979): 180.

³Ibid., pp. 180-181.

of the older students.¹

These fears and doubts can become even more acute for the older or mature woman student who faces a multitude of new experiences upon entering the traditional classroom, namely the traditional or younger student. The older student just cannot completely fit into a system molded for an eighteen-year-old.² The nontraditional female student, who is older, enters the classroom with her own set of established values, beliefs, and opinions, but the same holds true for the traditional younger student.

The values, beliefs, and opinions of the more mature woman have formed for years. The average age expectancy for the adult woman has increased from a life span of forty-eight years in the early 20th century to an expectation of seventy-four years today.³ Thus, as women increasingly live to longer lengths, their intentions are to live these longer years filled with activity and education, not just sinking into oblivion and contemplating becoming future contributors to the obituary columns.

Women are remaining single longer and choosing to have fewer children.⁴ This, in itself, increases women's chances of an attainment of a few years of postsecondary schooling; yet another reality is the reduction of time

¹Larry Lance, Joan Lourie, Cynthia Mayo, "Needs of Re-entry University Students," Journal of College Student Personnel XX (November 1979): 480.

²Ibid., pp. 480-481.

³U.S. Department of Labor, Women's Bureau. Report on Midwestern Regional Conference (Washington, D.C.: U.S. Government Printing Office, 1975), 6.

⁴U.S. Bureau of the Census. Statistical Abstracts of the United States (Washington, D.C.: U.S. Government Printing Office 1975), 10.

necessary for demands of housework made possible by technological devices.¹
The mature woman is freed to pursue personal goals, goals of both an educational and social nature.

Statement of the Problem

The problem in this study was to explore the opinions of the traditional and nontraditional female students as expressed among and toward each other in a selected postsecondary educational institution.

Purpose of the Study

The purpose of this research was to examine the different ages of women students and their opinions of themselves and each other in order to add to the growing body of knowledge in the area of the college classroom relationships. The postsecondary women students, particularly the older, need reinforcement and aid when they first contemplate a return to a postsecondary campus.

Research Questions

1. Are there differences existent in the self-concepts of women students based on age?
2. Are there differences existent in women students' feelings of their intelligence based on age?
3. Are there differences existent in the educational goals women students set based on age?
4. Are there differences existent in the degree of competitiveness among women students based on age?

¹C. H. Reider. "Work, Women and Vocational Education," American Education, 2 (1977): 27-30.

5. Are there differences existent in the reported feelings expressed by family members of the subjects concerning educational attainments among the various ages of women students?
6. Are there perceived differences existent in the treatment of women students based on age?
7. Are there differences existent in the amount of time necessary for women students' educational attainments based on age?
8. Are there differences existent in the amount of money necessary for women students' educational attainments based on age?

Definition of Terms

Traditional Student: The typical person in a classroom setting, described as age eighteen to twenty-one with a middle-class background, white and single.¹

Nontraditional Student: The entry or reentry person in a classroom setting who is older, often has a family, and has often had educational disadvantages.²

Postsecondary Education: A process system that emphasizes both human development and the delivery of knowledge to a clientele of mature persons (Also known as adult education).³

¹D. E. Super, The Dynamics of Vocational Adjustment, (New York: Harper and Brothers, 1942), pp. 12-13.

²Super, p. 13.

³Edgar J. Boone, Ronald W. Shearon, and Estelle E. White, Serving Personal and Community Needs Through Adult Education, (San Francisco: Jossey-Bass Publishers, 1980), p. 3.

Junior College: A public two-year educational institution that attempts to meet the postsecondary educational needs of its local community. (Also known as community junior college).¹

Opinion: An evaluation, impression, or estimation of the quality or worth of a person or thing; a belief not necessarily based on absolute certainty or positive knowledge but on what seems true or probable; judgment.²

Methodology

The basic method of research used was descriptive, employing the survey method. Questionnaires of forty-five items each were distributed to each woman in each of the separate women students' age categories. One page of demographic background information was also sought from each of the women students of the various age groups.

Population: The selected population was all female students enrolled in or eligible for enrollment in English Composition II classes and enrolled in selected courses chosen by Divisional Chairpersons from each of the seven academic divisions at El Reno Junior College, El Reno, Oklahoma, during the spring semester, 1982. The age brackets were divided as: (1) traditional students = 18-24 years of age; the nontraditional student, of which there were two age breakdowns, (2) adult students = 25-34 years of age, and (3) the older adult students = 35 years and beyond. There

¹James W. Thornton, Jr., The Community Junior College, (New York: John Wiley and Sons, Inc., 1972), p. 288.

²David B. Guralnick, ed., Webster's New World Dictionary of the American Language, 2nd College Edition (New Jersey: William Collins Publishers, Inc., Prentice-Hall, Inc., 1980), p. 997.

was not a maximum age limit placed on the older adult students, for it was the exact intent of this research to reach as many of the mature female students as possible.

The English Composition II classes, day and evening, were selected because most students seeking degrees enroll in the English Composition I and English Composition II classes. Since the questionnaire was distributed during the second semester of the 1981-1982 school term (spring semester), the students enrolled in the English Composition II classes were more familiar with the campus and their fellow classmates. They were usually enrolled in the first semester of classes (fall semester), or they had quite recently taken the English Composition I class.

In addition to the required English Composition II classes, one and sometimes two classes were selected by each of the seven Divisional Chairpersons as representative classes containing a wide range in ages of women students. The Divisional Chairpersons selected the classes to eliminate any personal bias in the selection of appropriate classes. With such a variety of elective courses offered at El Reno Junior College, the selection of a required course would presumably reach a good cross-sectional range of degree-oriented students. For those students who were not necessarily aimed at a degree, the wide distribution of classes from each academic area provided a wide range of women students to answer the questionnaire and share their opinions of self and others.

Data: Data from this survey were the reported opinions of the women students of the three age categories. The survey method was employed to find the specific opinions of these women students concerning themselves, their women classmates, and their educational goals and futures.

Data Collection Procedures: A separate questionnaire for each of the three age divisions of women students was distributed to each female student qualifying. The questionnaire was not distributed to anyone except persons in these age groupings because of the need for simplification and clarification when determining results. The questionnaire was preceded by a short verbal presentation of the nature and cause of the study with appreciation expressed both verbally and on the questionnaire itself. The directions for answering the questionnaires were explicit with the wording and length of the statements being very precise, thus eliminating as much as possible any personal bias in the interpretation of directions and possible responses. The questionnaires were distributed as quickly and easily as possible to avoid extracting any unnecessary additional class time from the regularly scheduled class agendas. Names were not requested, as the stress for anonymity was very definite. The responses were tabulated, and a separate page was provided for personal comments to be written. The numbered objective questions were analyzed statistically, allowing the comments to be read in accordance with the documented material included in the Review of Literature section.

Questionnaire: The questionnaire was divided into two sections: (1) demographic data, which included information focusing upon the woman student's age, marital status, family responsibilities, employment, career plans, and educational background and goals; and (2) a reflection of opinions concerning the women students' feelings of themselves and their fellow women classmates of all ages. The former background information utilized a checklist and short-answer format. The opinion questionnaire presented a choice of three responses regarding the women students' opinions. The

only exception to this three-responses format was a fourth response for the unmarried women in reference to questions pertaining to the feelings of husbands; then the fourth response was simply NOT MARRIED.

Sample Site: El Reno Junior College, situated on the metropolitan outskirts of Oklahoma City, in El Reno, Oklahoma, was selected as the focal point of the study. El Reno Junior College was particularly selected for multiple reasons to be discussed later. As mentioned previously, the English Composition II classes and specific classes from each of the seven academic divisions were selected for the distribution of the questionnaire.

Time: The questionnaires were distributed during the first nine weeks of classes of the spring semester, 1982. As the second semester of the school year was in session, quite likely those students enrolled in the English Composition I class would now be in the English Composition II classes.

Analysis of Data

The study focused upon the postsecondary women students and the similarities and differences based on age in their opinions of selves and others within the same classroom setting and general educational environment. Descriptive statistics were utilized to process and analyze the data. Specifically, the statistical treatment included calculating the means and frequencies and applying the chi-square test to all quantifiable data. If any factors proved to be not quantifiable, percentages were utilized in describing the responses. The .05 level of significance was used as the criterion regarding the issues addressed in the research questions.

A pilot study was conducted to establish reliability and validity of the questionnaire. Ten women students of each age category were selected to respond to the demographic background and opinion questionnaires. The first and second administration times were approximately two weeks apart. None of the women student respondents were to be enrolled in the English Composition II classes, and none were to answer the questionnaire during the final analysis if they happened to be enrolled in any of the selected classes throughout the divisions. This helped to insure the accuracy of the questionnaires administered later for the actual research purposes.

Limitations of the Study

The major limitation of the investigation was the selection of women students enrolled in the only postsecondary institution being investigated, El Reno Junior College, in El Reno, Oklahoma. Only one postsecondary institution was selected for four primary reasons: (1) the location of the junior college being in the metropolitan outskirts of the Oklahoma City area allows for a mixture of women students with a rural or urban background, or perhaps a combination of both; (2) El Reno Junior College is both modern and innovative in its instructional offerings, allowing the greatest diversity for the student enrollment; (3) El Reno Junior College is a degree-oriented junior college, with the majority of the student population preparing for an Associate or Technological degree; however, numerous elective courses are available. For those students seeking the degree route, English Composition II is one of the necessary, required courses; (4) the time and expense factors were a consideration, especially the time factor.

Because only the one postsecondary educational institution was selected for the study, the findings of this study are generalizable to this one particular or very similar institutions only. If the research material were to be used in another state college or university, individual changes would quite likely be necessary to allow for any other student population than that of El Reno Junior College. The research was not intended to portray an umbrella of opinions representative of all postsecondary women students throughout the state of Oklahoma. This information was a sampling of only the various ages of women students of the English Composition II classes and selected classes from the different academic areas at El Reno Junior College during the spring semester of 1982.

Organization and Presentation

The research was organized by utilizing tables as a means of illustration. The questionnaires for the three different age categories were all included with a focus upon which particular questions from the questionnaires related to each specific research question.

This study is divided into five main chapters, with a final bibliography and any necessary appendixes. Chapter I presents the Introduction, consisting of: the background of the study, the statement of the problem, the purpose of the study, the research questions, the definition of terms, the methodology, and the limitations of the study.

Chapter II contains a review of the related literature.

Chapter III reviews the details of the design and the procedures of the study.

Chapter IV is a complete analysis of the data.

Chapter V presents a summary of the study, conclusions based on the data from the questionnaires, and recommendations for further research concerning the subject area.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the past few years, the median age of the student population has risen appreciably. Bers (1980) found that older women returning to college constitute an addition to the student population whose experiences, and perhaps attitudes, distinguish them from their younger counterparts. By their very presence they are adding to the heterogeneity of the total group, and they are both the agents and the objects of student socialization. As their numbers continue to increase, the cumulative impact of returning women on younger students is likely to grow.¹

The Reentry Female Student

A major increase in the numbers of women reentering college has caused attention to focus upon that segment of society, the reentry female students. Cross calls the nontraditional students, with their nontraditional needs, a significant comprisal of society, with an assessment of and response to them very necessary.² No longer are people on college campuses over the age of thirty-five only faculty, staff, or

¹Trudy Haffron Bers, "Perceptions of Women's Roles Among Community College Women," Psychology of Women Quarterly, 4:4 (Summer 1980): 494.

²K. P. Cross, "New Roles for Deans and Counselors," Journal of National Association of Women Deans and Counselors, 36 (1972): 19-26.

visiting parents. Now the times have almost definitely changed with the influx of women reentry students being especially dramatic. Among students age thirty-five years and older, women outnumber men nearly two to one.¹ In fact, according to Mendelsohn, between 1975 and 1978, the number of female students between the ages of twenty-four and thirty-four rose to 187 percent.²

McCants has estimated that in predicting the future, the largest group of adults in 1984 will be between thirty and forty years of age.³ These are the future students, mainly women, who will be in need of re-training to meet technological demands. McCants believes that women over thirty have been deprived by their cultural conditioning of an important source of sustained fulfillment, the satisfaction of pursuing competitive technological careers. She believes that access to the technologies has become an option for women and further believes that women will not and cannot remove the psychological and sociological barriers that women, of all ages, face until women take advantage of the education and training available to them.⁴

The rapid pace of social, economic, and technological change has created pressing needs for postsecondary educational opportunities for

¹Pam Mendelsohn, "College Campuses See Influx of Women Reentry Students," The Christian Science Monitor, 13 (August 1981): 15.

²Ibid., pp. 15-16.

³Louise S. McCants, "1984 Anticipated," Lifelong Learning: The Adult Years, (March 1981): 10.

⁴McCants, p. 11.

many adults, particularly women.¹ Meeting these unique needs and enhancing the educational progress of returning adults require a firm commitment from faculty and administration.

Women return to school for multiple reasons. Some simply are in search of a freedom from their past. Carl Rogers defines freedom as:

The quality of courage which enables a person to step into the uncertainty of the unknown as he chooses himself. It is the burden of being responsible for the self one chooses to be. It is the recognition by the person that he is an emerging process, not a statistical end product.²

Some women attain this freedom by returning to school for career-related reasons, including the pursuit of lifetime goals and self-enrichment through learning.³

When reasons for women returning to college are considered, many women students report they feel that they can finish their interrupted undergraduate programs. They want to become more self-sufficient. They are realizing that at this time in their lives the attention can now focus upon themselves, not just their families. Women are realizing their worth for the present and future, as well.⁴ Once women make the commitment to begin learning, for whatever reason(s), the original reason or motive becomes a goal, and they want to realize that goal.⁵

¹Pamela H. Christoffel, "New Congressional Support for Adult Learning," Lifelong Learning: The Adult Years, (February 1981): 8.

²Carl Rogers, "Learning to Be Free," National Education Association Journal, 52:3 (March 1963): 28.

³Melanie Rawlins and Kathy Davies, "Today's Challenge: Adults in College," Lifelong Learning: The Adult Years, (May 1981): 12.

⁴Jerold W. Apps, "Six Influences on Adult Education in the 1980's," Lifelong Learning: The Adult Years, III:10 (June 1980): 6.

⁵Maynard A. Herem, "Adult Motivation To Learn," Lifelong Learning: The Adult Years, I:4 (December 1978): 9.

Women, especially those thirty-five years old and older, are represented as being one of the fastest growing student groups on college and university campuses. In 1972, 418,000 women of this age group were in college. By 1976, the figure had grown to 700,000, an increase of 67.5 percent.¹ During these same years, the enrollment of men students thirty-five years old and older grew from 365,000 to 489,000, an increase of only 34 percent.² Perhaps an explanation for men not returning to the actual postsecondary classroom lies in Apps's feelings that adult education can, and does, occur in taverns, garages, cow barns and tenement houses.³ It is this individualistic view of self-directed learning that Holtzclaw (1979) felt was the cornerstone of a democratic society. He believes that people, of all ages, need to make their own decisions in life and then take responsibility for these decisions.⁴

In the past, women often were regarded as not capable of making decisions relevant to their educational needs. Educational equity was unheard of.⁵ Modern educational institutions, particularly community colleges, are realizing the impact women make in enrollment trends now and the possible higher enrollment trends of the future. Women are entering a new phase of recognition, while at the same time they are reentering educational institutions.

¹Apps, p. 6.

²Ibid., p. 7.

³Ibid., p. 30.

⁴Louis R. Holtzclaw, "The Adult Learner's Need for Freedom," Life-long Learning: The Adult Years, (September 1979): 24.

⁵Florence Howe, "Introduction: The First Decade of Women's Studies," Harvard Educational Review 49: 4 (November 1979): 413-414.

The women who are reentering educational institutions include many women twenty-five years old and older. In one study focusing upon the ages of women students in college, conducted by McCrea in the fall of 1976 at a large Texas urban university, she found that of the ages considered, 48 percent were thirty-five to thirty-nine, and 14 percent were over forty.¹ The adult student is often defined as age twenty-five to eighty-five years. The expected results from the study were that the reentry women's ages would be primarily over forty, the age of those women who had been at home for many years with family responsibilities and were now going back to school to pick up where they left off. With a great percentage of reentry women in their twenties, however, McCrea established the fact that women will return to school as soon as they realize that career advancements require additional training and as soon as they can find child care facilities.²

Hennig and Jardim (1977) found that women typically do not reach career decisions until their late twenties and early thirties.³ Evidence is significant to illustrate that women do need to further their education to possibly achieve the expected capability and attainment level. With the status of women continually changing, the great influx of women returning to college may be representing only the first phase of women's move toward full participation in the American economy and society. McCrea

¹Joan M. McCrea, "The New Student Body: Women Returning to College," Journal of NAWDAC (Fall 1979): 14.

²McCrea, pp. 14-15.

³M. Hennig and A. Jardim, The Managerial Women, (Garden City, New York: Anchor Press/Doubleday, 1977), p. 12.

believes that this is only a catch-up period for women who have been left behind by growing up in the traditional secondary role.¹

Cross believes women are searching for learning on all levels, from remedial how-to-study courses to advanced educational programs.² Roueche and Snow believe women catch up not only by basic skill instruction, but also through individualized and classroom instruction and personality- or attitude-development activities.³ The entire self is focused upon in the reentry educational process.

Women not only need the educational classes in their reentry processes, but they also need each other and Dillhunt (1970) believes they need the support, reinforcement and knowledge that the women have each other and, thus, have somebody on their side.⁴ The encounter between generations of women returning to postsecondary campuses is indeed dynamic. Bers feels that returning women provide nontraditional role models not only for their own families, but for their fellow students, as well; the older attitudes are likely to generate controversy or at least thought among younger counterparts.⁵ The accommodations for and

¹McCrea, p. 19.

²K. Cross, Accent on Learning, (San Francisco: Jossey-Bass Publishers, 1976), p. 72.

³J. E. Roueche and J. J. Snow, Overcoming Learning Problems, (San Francisco: Jossey-Bass Publishers, 1978), p. 51.

⁴M. Elaine Dillhunt. "Peer Power," Change -- The Magazine of Learning II (May - June 1979): 25.

⁵Bers, p. 500.

adjustments to the reentry student on some campuses are many, but, as Bers goes on to state, "Who among the generations is teaching whom? . . . Among community college students we should hope that for the most part the old continue to teach the young."¹

The role of the "old" teaching the "young" is increasingly becoming more difficult. It is difficult for an older woman student to project an image of confidence and happiness when she feels personally torn among home, family, and school. Van Meter interviewed seventy-six married adult women students and found that 89 percent of them named role conflicts and guilt about their families their greatest problem.² Lowenthal and Weiss report similar findings as they point out that when older women attempt to increase their mastery and competence beyond the family sphere after raising their families, many husbands become increasingly dependent or jealous of their wives' outside interests.³

The reentry process is also made more difficult when the entire self-concept of women students is at stake. With women encountering external pressures such as home and family, as previously mentioned, where do the women's views of themselves fit into the picture? Studies exploring the self-concept of women returning to school began to appear in the literature well over a decade ago.⁴ The general psychological

¹Ibid., p. 501.

²Mary Jane Van Meter, "Role Strain Among Married Women" (Doctoral Dissertation: Michigan State University, 1976): p. 48.

³Marjorie F. Lowenthal and Lawrence Weiss, "Intimacy and Crisis in Adulthood," The Counseling Psychologist, 6 (1976): 10-15.

⁴H. Lichenstein and J. R. Block, "The Middle Aged Coed in Evening Colleges," Adult Education, 13 (1963): 234-239.

picture of reentry women that emerged was generally one of psychological health and good adjustment.¹ Clements (1974) found that older women students were significantly less anxious, hostile, and depressed than a comparison group of young women.²

These findings, however, are in direct contrast to studies of Letchworth (1970). He found that women returning to school often report that personal barriers such as lack of self-confidence and self-esteem are troublesome.³ Women do face barriers, personal and internal, and these barriers will prevent some women from ever entering a community college classroom. Rice believes adult educators in community colleges have become increasingly sensitive to the internal barriers returning students face in terms of self-confidence about their learning skills and ability to achieve academically.⁴ Great awareness, however, is still necessary for society to realize and understand the barriers, whether they be situational or institutional, that mature women students encounter enroute to a return to a postsecondary classroom.

The situation of older women does require thoughtful intervention. In a 1958 interview study of a sample of United States women, Weiss and Samuelson asked, "What are the things you do that make you feel useful

¹Barbara McGowan and Phyllis Y. Liu, "Creativity and Mental Health of Self-Renewing Women," Measurement and Evaluation in Guidance, 3 (1970): 138-147.

²Kathleen Clements, "Emotional Characteristics of Mature Women Students in Education," (Paper presented at the American Educational Research Association Annual Meeting, Chicago, 1974): ED 087 980.

³George E. Letchworth, "Women Who Return to College: An Identity-Integrity Approach," Journal of College Student Personnel, 11 (1970): 103-104.

⁴Joy K. Rice, "Self-Esteem, Sex-Role Orientation, and Perceived Spouse Support for a Return to School," Adult Education, XXIX:4 (Summer 1979): 230-231.

or important?" They report, "A rather substantial proportion of women in the older age groups said that nothing made them feel useful and important."¹ Judith Bardwick (1975) commented that only the sense of challenge and commitment and the possibility of new undertakings can make the middle years rewarding.²

A return to education might be one answer for the direction women, young and old, should take for a sense of self-fulfillment and positive self-esteem. The path to an education may not always be easy, but at least the women students are taking that necessary first step. Mendelsohn, in 1981, stated, "Now is a very good time for women to consider a return to school."³ One or more problems may seem insurmountable for returning women students along the reentry route, but, as shown, the reward is worth the struggle.

Reehling believes strongly in women's futures. She states that women, young and old, need to first loosen up their dreams, expand their horizons, and explore their potentialities.⁴ What better place is available for women to dream these dreams, expand these horizons, and explore these potentialities than the postsecondary classroom in a community college setting.

¹R. S. Weiss and N. M. Samuelson, "Social Roles of American Women: Their Contribution to a Sense of Usefulness and Importance," Journal of Marriage and Family, 20 (1958): 358-366.

²J. M. Bardwick, "Middle Age and a Sense of the Future," (Paper presented at the meeting of the American Sociological Association, San Francisco, 1979).

³Mendelsohn, p. 15.

⁴Jean Reehling, "The Adult Woman: A New Challenge for Career Planning and Placement," Journal of College Placement, XXXIX: 4 (Summer 1979): 39.

Student Opinions

During the 1960's, a plethora of investigators studied the personality characteristics of college freshmen at a variety of institutions (Feldman and Newcomb, 1969; Trent and Medsker, 1969; Clark, Heist, McConnell, Trow, and Yonge, 1972).¹ Findings showed that the typical seventeen- or eighteen-year-old freshman was reported to be somewhat insecure, authoritarian and dogmatic, ethnocentric, and relatively unwilling/unable to express impulse appropriately (Brown, 1972; Korn, 1968; Sanford, 1962).² These findings were indicative of the traditional college student, a college student population decreasing in numbers yearly as the number of high-school graduates continues to decrease.³ With this number of younger students decreasing, it seems evident that now, in the 1980's, and in future studies, the concerns, feelings, opinions, and needs of the older student should be assessed, recognized, and acted upon.

¹K. A. Feldman and T. M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass Publishers, 1969), p. 32.

J. W. Trent and L. L. Medsker, Beyond High School: A Psychological Study of 10,000 High School Graduates (San Francisco: Jossey-Bass, Publisher, 1968), p. 48.

B. R. Clark, et al., Disposition To Change (Berkeley, California: Center for Research and Development in Higher Education, 1972) ERIC Document Reproduction Service: ED 087 980.

³R. D. Brown, Student Development in Tomorrow's Higher Education: A Return to the Academy (Washington, D. C.: American Personnel and Guidance Association, 1972), 10.

H. A. Korn, "Personality Scale Changes From the Freshman Year to the Senior Year," in No Time for Youth, ed., J. Kate and Associates (San Francisco: Jossey-Bass Publisher, 1968), p. 60.

N. Sanford, The American College (New York: Wiley Publishers, 1962), p. 22.

⁴George D. Kuh and Frank P. Ardiolo, "A Comparison of the Personality Characteristics of Adult Learners and Traditional Age Freshmen," Journal of College Student Personnel, 20:4 (July 1979): 329.

Very little research is available, however, that describes the personalities of adult learners in relationship to younger students.¹ Clements (1974) showed that older women enrolled in teacher preparation courses were less anxious, depressed, and hostile than were younger female students.² As mentioned in the study, however, these women were advanced in their college studies, being enrolled in the teacher preparation courses. What, then, are the feelings, beliefs, opinions, and needs of younger and older women together in regular postsecondary courses, such as in a community college setting?

Many pluses occur as older women, the non-traditional female student population, return to school. "I'm much happier. I feel vibrant and alive. I have a whole new perspective and attitude toward life, and it feels so good."³ These statements by Sarah Beacom, when interviewed by Pam Mendelsohn, portray the excitement women students feel upon their reentry into education. The reentry student does face fears and challenges, however, upon entering a postsecondary environment, as evidenced by the following comments from Dana MacDermott, a Californian in her mid-thirties: "The first year was extremely difficult. I loved every minute of this last year. There is a tremendous joy in perceiving yourself struggle with a skill, begin to grasp it, and finally move toward mastery."⁴

¹Ibid.

²Clements, p. 30.

³Pam Mendelsohn, Interview statement by Sarah Beacom, Gaithersburg, Maryland (mid-30's), p. 15.

⁴Pam Mendelsohn, Interview statement by Dana MacDermott, Berkeley, California (mid 30's), p. 15.

The first year of educational pursuit is often a troublesome one for many reentry women. Older students frequently do exhibit anxiety at the beginning of their studies.¹ Women particularly sense a certain amount of anxiety and tension upon their reentry into the classroom. The forty-year-old woman returning to a postsecondary environment has had limited experience in the academic world. Suddenly she finds herself in a foreign environment with little anchorage. This nontraditional female student must demonstrate seriousness of purpose over and over again to herself, and sometimes to others.² In the past, public postsecondary school systems made little allowance for this woman's and many others' sense of maturity and independence. Some women consider this postsecondary environment a rather hostile setting and may begin to feel invisible, confused, and frustrated.³

This sense of anxiety and tension that older women feel has possibly been caused by what family sociologists have termed as role transformation.⁴ The transformation can include role deficit (children leave home; divorce) and/or role increment (woman becomes student or employee, as well as mother and wife).⁵ It does not seem easy for women students, of any age to juggle one or all of the factors such as self, home, family,

¹Jerome L. Omen, Stephen R. Brainard, and Albert A. Canfield, "Learning Preferences of Younger and Older Students," Community College Frontier 7:3 (Spring 1979): 33.

²Janet E. Roehl, "Self-Concept and the Reentry Woman Student," Lifelong Learning: The Adult Years, III:10 (June 1980): 12.

³Ibid., p. 13.

⁴Marjorie Lowenthal, et al., Four Stages of Life: A Comparative Study of Women and Men Facing Transition, (San Francisco: Jossey-Bass Publishers, 1975), p. 90.

⁵Ibid., p. 207.

school, and job.

A curious fact that both the young and the old experience identity crises exists. Query and Steines (1974) concluded that well-adjusted aging individuals and the youth culture hold values in common, values that appear to be those that could carry the individual through the life cycle.¹

Some adult students, on the other hand, are quite confident of themselves and their abilities. They do not falter when being challenged by someone in the classroom of a different age. They want the challenge. Sawhill recalled an elderly person's comments concerning his return to school and his opinions of self and others.

I did not want a school that offered the educational equivalent of baby food--mashed, strained, predigested courses designed for 'mature' students. I wanted to be taught, marked, judged by the same standards applicable to all new college students. I wanted to be bound by the same course requirements and discipline.²

This does appear to be an individual with a high level of confidence and great ideas of achievement. It also stimulates views that adults should be treated with as much respect as the younger student population, and, if possible, with no qualms.

In reference to younger and older women students together, Bradburn and Caplowitz (1965) found that positive components of happiness correlated highly with participation in social interactions.³ Brown,

¹Joy M. N. Query and Meriel Steines, "Disillusionment, Health Status and Age: A Study of Value Differences of Midwestern Women," International Journal of Aging and Human Development, 5:3 (1974): 245-256.

²John C. Sawhill, "Lifelong Learning: Scandal of the Next Decade?" Change: The Magazine of Learning, (December-January 1978/79): 7.

³N. M. Bradburn and D. Caplowitz, Reports on Happiness, (Chicago: Aldine, 1965), p. 33.

Bhrolchain, and Harris (1975) found that women under stress particularly need each other, and each of them particularly needed one confidante for emotional support, whether the confidante be a classmate or colleague at work.¹

Women, particularly women in their middle years, are undergoing a time of development and change rather than stability and decline. In the past, Brim and Abeles (1975) described the middle years for women as a "largely unexplored phase of the human life cycle."² Barnett and Baruch (1978) believed that more information concerning the middle years in women was increasingly urgent. With the women's longer life spans and their increasing educational attainments, much previous theory and research is now obsolete.³

Student socialization comes about in a number of ways. Because of the disparity in age, some colleges have established older student organizations and special services for returning adult students. This has occurred in order to "socialize" the mature woman students and change these adults' perceptions of the campus as a place for adolescents and to help alleviate the fear of isolation many women feel because of the age differences.⁴ A further step toward student socialization and educational attainment has occurred as a result of nearly 50 percent

¹G. W. Brown, M. N. Bhrolchain, and T. Harris, "Social Class and Psychiatric Disturbance Among Women in an Urban Population," Sociology, 9 (1975): 225-254.

²O. G. Brim, Jr., and R. P. Abeles, "Work and Personality in the Middle Years," Items, (Social Science Research Council, 1975): 29.

³Rosalind C. Barnett and Grace K. Baruch, "Women in the Middle Years: A Critique of Research and Theory," Psychology of Women Quarterly 3: 2 (Winter 1978): 187-188.

⁴H. S. Astin, Some Action of Her Own, (Lexington: D. C. Heath and Company, 1976), p. 61.

of all colleges' and universities' offering at least one nontraditional undergraduate program designed for adults.¹ As a result, beneficial to students of all ages, some of these new aforementioned learning formats have exceeded traditional courses in student participation.² Both the young and the old seem to like something new and different in the way of course offerings.

In the area of both the younger and the older student together in the same classroom, many questions arise as to the individuality of each age. Younger students are frequently pondering, "Who am I?", while the older student has already established this identity (somewhat) and is questioning how to become a better worker, spouse, parent, or citizen.³ At the moment that a younger woman student may be questioning her identity, an older woman student may be questioning her ability with an interrogation such as "Will I be able to compete?"⁴

Instead of a gap existing between the various ages, a bridge is evident, as Sheehy describes the ages of twenty-eight and thirty-two being the time of life during which women most commonly reappraise the decisions made in their earlier years (the early twenties), resulting in either altered or deepened commitments and more self-directed life

¹R. Gross, Diversity in Higher Education: Reform in the Colleges, (Bloomington, Indiana: The Phi Delta Kappa Educational Foundation, 1976), p. 12.

²M. S. Knowles, Higher Adult Education in the United States, (Washington, C. C.: American Council on Education, 1969), p. 42.

³M. S. Knowles, The Modern Practice of Adult Education, (New York: Association Press, 1970), p. 11.

⁴Thomas VonderEmbse and Judith Childs, "Adults in Transition: A Profile of the Older College Student," Journal of College Student Personnel 20:6 (November 1979): 476.

goals.¹ Thus, these more mature women students realize and associate with the decisions the younger students must grapple with. They have been there and have faced the decisions, either successfully or unsuccessfully. Perhaps there is a markedly different world that exists between the younger and the older female student. Older women students do appear to be higher achievers than the younger, traditional, women students.² Ommen, Brainard, and Canfield, however, believe that it must always be kept in mind that each learner of any age is indeed unique.³

The uniqueness of ages would seem to make the community college the ideal place for women students. Exciting times do remain ahead for those community colleges that prepare for both the traditional and the nontraditional learner. Women students of any age and of all ages seek a personalized, yet flexible, learning environment.⁴ Chickering believes that the fostering of independence and initiative in students is vitally important both to the students, themselves, and to the institution, itself.⁵

In relation to students' opinions of each other, Sanford (1962) found that women students, whether young or old, were more willing to

¹Gail Sheehy, Passages, (New York: Bantam Press, 1977), p. 78.

²VonderEmbse and Childs, p. 478.

³Ommen, Brainard, and Canfield, p. 32.

⁴Barry R. Morstain, "The Relationship Between Students' Personality Characteristics and Educational Attitudes," Measurement and Evaluation in Guidance, 7:4 (January 1975): 257.

⁵A. W. Chickering, Education and Identity, (San Francisco: Jossey-Bass Publishers, 1969), p. 83.

learn during their final, baccalaureate, year.¹ Kuh and Ardiolo, in relation to the differences of the younger and older female students, found that the adult female students seemed to be more emotionally mature when compared with younger first-year female students.²

Kuh and Aradiolo also noted the difference that older women students were more likely to be working while going to school, whereas younger women students participated in extra-curricular activities far more often than their older counterparts.³ Feldman and Newcomb (1969) noted that "change" was more common among traditional-age students, but that adult students were willing to "change" to achieve educational aspirations and showed a strong "readiness to learn."⁴ Perhaps it is this exact "readiness to learn" that causes a more highly motivated student population of adult learners.⁵ This "readiness to learn" is also explained by Kuh and Ardiolo as they note that oftentimes the relatively low high-school grade-point averages coupled with long absences from academic endeavors cause the female adult learner to feel she must do her best--to even stay in the academic contest!⁶

¹Sanford, pp. 46-47.

²Kuh and Ardiolo, p. 333.

³Ibid., p. 330.

⁴Feldman and Newcomb, p. 29.

⁵P. Roelfe, "Teaching and Counseling Older College Students," Findings 1 (1975): 5-8.

⁶George D. Kuh and Frank P. Ardiolo, "Adult Learners and Traditional Age Freshmen: Comparing the 'New' Pool with the 'Old' Pool of Students," Research in Higher Education 10 (1979): 357-370.

When Anderson and Darkenwald studied adult part-time students in 1979, their findings showed women suffering "mid-life crises."¹ Studies conducted by Brandenburg (1974), however, showed women reentry students with entirely different opinions of selves, others, and aspirations.² As individuals vary, findings and studies vary, and groupings should not be made. When an analysis of students' opinions of each other is made, exceptions must be allowed, for individuals and individuals' opinions are at stake, not simply charted, statistical information. Women students of all ages have expressed one basic need, each other!³

Needs of Women Students

Postsecondary enrollment patterns bear silent testimony to the trend of future change concerning the educational needs of Americans.⁴ Community colleges are the place for many women, of any age, seeking the fulfillment of their educational needs. In fact, lifelong learning has become a national commitment.⁵ Learning is an integral part of living, learning with the realization that education is more than schooling; schools are important, but the wide variety of resources available for the learning of all is vital. Students need to know the most appropriate

¹R. E. Anderson and G. G. Darkenwald, "The Adult Part-time Learner in Colleges and Universities: A Clientele Analysis," Research in Higher Education 10 (1979): 357-370.

²J. B. Brandenburg, "The Needs of Women Returning to School," Personnel and Guidance Journal 53 (1974): 11-18.

³Dillhunt, pp. 24-26.

⁴L. C. Helms, "Off-Campus Education," College Student Journal, XII (Fall 1978): 271-72.

⁵Ralph B. Spence, "Lifelong Learning for What?" Lifelong Learning: The Adult Years (September 1980): 18.

learning materials for them as individuals, individuals of various ages. Students of all ages need to identify the skills that will not only serve them in the future, but will serve them now as well.¹ For a student of eighteen looking ahead to twenty years from now, anticipating his or her future needs, futuristic education is fine, but for a woman student of eighty, the needs of today are foremost.

The needs of the younger women students cannot be the only focal point of concern, but given an adequate environment and an appropriate pace, older persons can perform as well as or even better than their youthful colleagues.² Intellectual ability and learning ability remain strong and diminish because of ill health and understimulation more than because of age. Older adults are capable of learning, but changes in traditional teaching methods, as so often mentioned, are quite necessary in meeting the needs of the ever-increasing student population, individuals thirty, forty, sixty, or even eighty years old, particularly with the ever-increasing numbers of women of these ages.³

Census reports are now showing that the intelligence of older persons as measured is typically underestimated.⁴ Woodruff and Birren (1975) stress the importance of environment on intelligence and state

¹Spence, pp. 22-23.

²Reiko Sakata and Paul F. Fendt, "Learning Capacity and the Older Adult: Implications for Lifelong Learning," Lifelong Learning: The Adult Years, (June 1981): 13.

³Ibid., pp. 13-14.

⁴U. S. Bureau of Census, Current Population Reports, Series P-23, No. 59: Demographic Aspects of Aging and the Older Population in the United States, (Washington, D. C.: U. S. Government Printing Office, May 1976), 2.

that if the environment provides rich and varied experience, intellectual growth will probably continue throughout life.¹ When Lewis Terman standardized the original Stanford-Binet in 1916, he found that adult intelligence peaked at around sixteen years of age; however, subsequent restandardizations of other intelligence tests have resulted in shifts in the peak age from sixteen years of age to twenty-five to thirty-five years.² Botwinick (1973) and Knox (1977) have both proved, with the results of longitudinal studies, that little, if any, decline is shown in intellectual abilities with increasing age.³

Individuals, of all ages, have a wide range of personality variations, with varying needs, goals, and desires to be considered by educators and educational institutions.⁴ Youmans (1973) stated that he believed that older persons would come "into their own" and form a "more distinctive subculture with a stronger sense of group identity than exists at present."⁵

McCants (1981) believes that America has a generation of people, no ages exclusive, of whom a large percentage cannot write a coherent

¹D. S. Woodruff and J. E. Birren, eds., Aging: Scientific Perspectives and Social Issues, (New York: D. Van Nostrand, 1975), p. 81.

²Sakata and Fendt, p. 11.

³Botwinick, Aging and Behavior, (New York: Springer, 1973), p. 41; Alan B. Knox, Adult Development and Learning, (San Francisco: Jossey-Bass Publishers, 1977), p. 12.

⁴Nicholas D. Metropoulos, "The Retirement Years: Disengagement," Lifelong Learning: The Adult Years, (December 1980): 12.

⁵E. Grant Youmans, "Age Stratification and Value Orientations," International Journal of Aging and Human Development, 4 (1973): 62.

paragraph and many of whom cannot figure percentages or accurately place decimal points. She believes that this entire generation has been defrauded in an earlier educational attempt.¹ The needs of these people are many; for some, it may be their first chance at a quality education.

The needs of reentry women students appear numerous, but a recurring theme in the literature shows a lack of substantive research regarding the counseling needs, kinds of services desired, and special skills needed for working with nontraditional learners.² Nontraditional learners, sometimes categorized as those adults as young as twenty-three years of age and beyond, need attention. Lenz and Shaevitz (1977) stated that those older students comprise the fastest growing segment, 48 percent of the total enrollment in higher education, and yet their needs are some of the slowest items considered in student planning.³

A project conducted by Melanie Rawlins and Kathy Davies at Eastern Illinois University, Charleston, Illinois, was undertaken during the 1978-79 academic year. Rawlins and Davies were examining the adults' (thirty years of age and older) uniqueness on the postsecondary campus. A sample of eighty-nine students, thirty-four men and fifty-five women,

¹McCants, p. 31.

²John Bishop and Jane Van Dyk, "Can Adults Be Hooked on College? Some Determinants of Adult College Attendance," Journal of Higher Education, 48, (January/February 1977): 2.

³Elinor Lenz and Marjorie H. Shaevitz, So You Want To Go Back To School Facing the Realities of Reentry, (New York: McGraw-Hill Book Company, 1977): p. 76.

enrolled in twelve or more semester hours during the 1979 semester was the focal point. Seventy-nine percent of the students perceived themselves as having needs different from those of their younger colleagues, particularly in their responsibilities of family, home, work, and limited time.¹ Many of the adult students felt that they brought pressure upon themselves and that they needed more individual counseling from counselors whose primary responsibility would be to help adult learners. They felt that they, as an older student population, had many questions, but that they were rather uncertain where to turn for answers.²

Schonleber (1980) poses many questions concerning the needs of community college students. Schonleber asks:

What needs are currently met through community education, especially by our community colleges? How are those needs determined? How can we determine the effectiveness of our response? What are the principal needs of the individuals? Of the community? Of special interests within the community? Are these needs apt to remain the same, or are they apt to change, even sharply? Are there important needs not now being met? How should they be met?³

In response to the previous questions posed by Schonleber, an examination of community junior colleges reveals that some needs of women students are being recognized and satisfied. Parelius believes that needs of women students are being recognized and satisfied. Parelius believes that needs of adult students are being recognized because

¹Rawlins and Davies, p. 12.

²Ibid., p. 13.

³John Schonleber, "Community Colleges and Community Development," Community and Junior College Journal, 50: 6 (March 1980): 4-5.

academic success stems from a power base formed by an adequate peer group for adult students; adult students do help each other in formulating and championing their opinions.¹

Hartnett (1974) reiterates the fact that one of the basic needs of adult students is each other.² He commented that from reported data gathered at three major American universities, 90 percent of the adult students indicated that a group spirit had a positive effect on their behavior and attitudes; learning seemed to be enhanced by interaction with others.³ Hochschild (1973) added that women in educational settings particularly needed the reassurance from other women that they can achieve, and they also appreciated the formal recognition granted by women colleagues.⁴

Crystal and Bolles (196)) believe women can most assuredly help other women determine the educational program that is best for each individual of any age.⁵ Knapp (1981) believes it is not only the women's responsibility to determine their educational needs, but the responsibility of all of society; society's primary goal should be the

¹Parelius, p. 185.

²Rodney Hartnett, "Adult Learners and New Faculty Roles," Findings, 1 (1974), 2.

³Hartnett, p. 3.

⁴Arlie R. Hochschild, "A Review of Sex-Role Research, in Changing Women in a Changing Society, ed., Joan Huber, (Chicago: University of Chicago Press, 1973), p. 55.

⁵John Crystal and Richard Boles, Where Do I Go From Here With My Life? (Berkeley, California: Ten Speed Press, 1969), p. 71.

reinforcement of the developing self-concept of competency in women.¹

Special academic counseling and encouragement are also very essential for any women students, especially adult women students who are focusing upon academic reentry. Fears about academic potential, the adequacy of study skills, and what courses to take are foremost on the minds of apprehensive women reentry students.² The special counselors and advisors are a means to an easier reentry process. Noel and Herrig (1978) believe a first step in helping women students is to enable them to ease apprehensions and convert this fear of failure into a positive growth experience so they can change from a last chance learner to a lifelong learner.³ They believe the needs of women students are not explicitly known and that the first step would be to research the marketplace to see exactly what the students want and need. After this research has occurred, Noel and Herrig believe that society must be willing to adjust to meet these individualized needs by providing: (1) quality education, (2) self-understanding help, (3) humanistic support, (4) means for academic and social growth, and (5) chances for career exploration.⁴

¹Marian Knapp, "Response to a Neglected Need: Resocializing Dependent Women," Lifelong Learning: The Adult Years, (October 1981): 25.

²Kathie Beckman Smallwood, "What Do Adult Women College Students Really Need?" Journal of College Student Personnel, 21:1, (January 1980): 72.

³Lee Noel and Joanna Herrig, "Recruitment and Retention of the Non-Traditional Student," College and University, 53:4, (Summer 1978): 592.

⁴Ibid., p. 593.

Roby (1975) especially understands the need for women to either enter or reenter this educational marketplace, for she points out that 75 percent of all intellectually qualified youngsters who do not enter college are girls.¹ Possibly the fear of entry or reentry is keeping our greatest human potential out of the classroom. Believing this, Parelius states that not only counselors, but also all faculty, curricula, and peers should support the socialization of the entire student for further opportunities for growth and mobility.²

Lance, Lourie, and Mayo conducted a questionnaire survey at a medium-sized southeastern public university in 1977 to determine possible needs of reentry students. Several needs were determined: among the most needed services were a designated reentry admissions counselor, an appropriate orientation to campus, an exclusive lounge area, peer counselors, individual counseling, career exploration, education-vocational information and workshops on career development, and communication skills.³

The various needs of community college individuals have been focused upon recently according to Odell (1976), for he believes that adult educators are acting as practitioners and change agents to reach out to adult learners and recognize them as "a new challenge and a new

¹Pamela Roby, "Structural and Internalized Barriers to Women in Higher Education," *Women: A Feminist Perspective*, ed., Jo Freeman. (Palo Alto: Mayfield Publishing Company, 1975), p. 39.

²Parelius, p. 190.

³Lance, Lourie, and Mayo, p. 482.

frontier."¹ This new frontier of adult students, especially women, share concerns of effective study habits, multiple financial problems, and changes in family life. To cope with these anxieties and uncertainties, the women students felt that they needed assistance with informational, procedural, and emotional matters.² Women need to face the issues of family and children, for as Bakshis determined from his studies, women, before ever entering the classroom, must attend to husband and children; children, especially, may pose a problem for many reentry women students, as they must obtain good child-care services, a deep concern for many women.³

With the needs of various ages of women students being examined, discussed, and acted upon in community junior colleges, Rawlins believes that the college life of these women can, indeed, be more pleasant, rewarding, and less complicated.⁴ McCants perceives these needs, immediate and anticipated, of women students as "challenging;" she believes our educational systems can expect to have "the best, the most demanding, the toughest students and colleagues since those nostalgic days of post World War II teaching."⁵

¹C. Odell, "Counseling for a Third of a Lifetime," Personnel and Guidance Journal, 55, (1976): 147.

²Melanie E. Rawlins, "Life Made Easier for the Over-Thirty Undergrads," Personnel and Guidance Journal, 58: 2 (October 1979): 140.

³Robert D. Bakshis, "Getting It Together: Serving the Adult Community," Community College Frontiers, 7: 2 (Winter 1979), 48.

⁴Rawlins, p. 142.

⁵McCants, pp. 11 and 31.

A final comment concerning the changes necessary to adapt to the ever-increasing needs of women students of all ages is expressed by Helms as he states: "Change will occur. It is inevitable, and we need only look to the dinosaur to see what happens to an organism that cannot or refuses to adapt to changing times."¹

The Role of Community Colleges

The community college seems to be an appropriate location for the young and the old female postsecondary students in attaining a furtherment of educational aspirations. Behrendt believes that community colleges, in fact, should accept leaderships in meeting this challenge of students of all ages, as this postsecondary educational setting can provide a broad range of educational opportunities.²

Results from a study comparing learning environments of younger and older community college students, conducted in 1979 by Ommen, Brainard, and Canfield, indicated that students twenty-five and older did prefer a different learning environment from that desired by younger community college students. Findings showed that older students definitely would choose a more traditional learning environment, including an instructor who represents and acts the part of an authority figure. Older students were found to be more theory- and content-oriented than younger students

¹Helms, p. 273.

²Richard L. Behrendt, "Lifelong Learning in the Community College: What Works?" Community College Review, 8:3, (Winter 1980-81): 24.

and to have less need to interact with their fellow students and instructors.¹

The non-traditional, or older students were found to prefer learning by listening and reading as opposed to extensive use of audiovisual approaches and direct experience modes. A rather surprising finding indicated that the older, more mature students appear to have a much higher academic expectation of themselves than do younger students.²

This finding appears to be in direct contrast to studies conducted by Lowenthal, Thurnber, and Chiriboga (1975) concerning the well-being of adult women, but not necessarily adult women postsecondary students. In one particular study of men and women facing life transitions, Lowenthal, Thurnber, and Chiriboga found that middle-aged women were greatly distressed, had poor self-concepts, and were low in feelings of life satisfaction; they tended to be very pessimistic and very high in existential despair.³ Gurin, Veroff, and Feld (1960) found that women have poor self-concepts, feel inadequate as parents, and report more problems and psychiatric symptomology than do men.⁴

It becomes evident that many women do turn to school and a return to the postsecondary environment as a much-needed outlet for themselves and their well-beings. These women need the feelings of independence, attainment, and ultimate success that the community colleges can offer and provide. With the need for a continuation of an education that

¹Ommen, Brainard, and Canfield, p. 29.

²Ibid., pp. 29-30.

³Lowenthal, Thurnber, and Chiriboga, p. 101.

⁴G. Gurin, J. Veroff, and S. Feld, Americans View Their Mental Health, (New York: Basic Books, 1960), p. 57.

these women feel, very few higher-education institutions are looking beyond the traditional student population, especially in connection with the numbers of reentry students. Viewed creatively, the further educational needs of the older population could become a major opportunity for our postsecondary institutions.¹

As attention is devoted toward the older student, community college enrollments could easily be expanded, with an expansion that could substantially offset the expected reduction in enrollment of students eighteen to twenty-four. Kieffer believes that it would be tragic, indeed, if the higher-education institutions continue to remain preoccupied with the probably wasteful and counterproductive competition to enroll the fewer and fewer young people available.²

The older students returning to a postsecondary campus are not always given the credit that is due. Behrendt believes that this new breed of students will be better educated, less intimidated, and more impatient than previous students. He believes they will look toward community colleges for a broad range of educational opportunities.³ These new students will make new demands, and meeting the unique needs of these lifelong-learning students will be a vital part of the community college vision.

¹Jarold A. Kieffer, "What About These Potential Students Over Fifty?" The Chronicle of Higher Education, XIX:22 (February 1980): 21.

²Ibid.

³Behrendt, p. 29.

Education is needed for successful aging. Older people are the very ones who believe that the most important dimension of life is living. Education for aging can be the vehicle that enables the true living to go along well.¹ Education can and will promote health for all ages. Dubos has said, ". . . men as a rule find it easier to depend on healers than to attempt the more difficult task of living wisely."²

Why not teach health education in community colleges?

Education is therapy for many people. Medication is also therapy, but it is only temporary. Continued education is a constant and a more permanent therapy.³ People of all ages feel good about becoming more active, mentally and physically, and returning to a college campus. They need the college, and, as college administrators are realizing they, likewise need the adult students. With the median age of the United States slowly creeping higher, community colleges are beginning to realize the potential of adult students. In 1975, the median age of the United States population was 28.8 years. For 1980, the expected median age is 30.2 years; and for 1990, 32.8 years.⁴ Thus, the number of young people (twenty-four years old and younger) is steadily declining, while at the same time people of ages twenty-five and beyond are continually increasing. Again, this is good reasoning for the community colleges to assume a role of leadership in the education of the adult student.

¹Kae Hentges, "Education for Successful Aging," Lifelong Learning: The Adult Years, III:8, (April 1980): 30.

²Rene DuBos, Mirage of Health, (Garden City, New York: Anchor Books, 1969): p. 114.

³C. Laurie Robinson, "The Adult Student," College and University, Proceedings of the 64th Annual Meeting, 53:4, (Summer 1978): 591.

⁴Apps, p. 4.

One-half to one-third of life is spent in adult development and elderly retirement, and learning at any age is extremely vital.¹ Spencer and Dorr believe that education is simply an indwelling self-preparation for present and future life.² For eighteen- to twenty-four-year-old students, the community colleges can easily prepare students for future areas of expertise, but just as importantly, the community college can prepare the forty-year-old individual or the eighty-year-old individual for the needs of today. The realization of Spencer and Dorr's explanation of education for now and later becomes obvious.

The community college is a means of attaining self-actualization for many women of many ages.³ Community colleges are at the point of providing new and expanded opportunities for all with educational needs, not just those traditionally served, but also the nontraditional learners. LeTarte believes the nontraditional learner has become the traditional and the average age of a community college student was twenty-eight years, but the new projected age is "thirty-eight in '88."⁴ LeTarte believes problems can easily arise when an examination of the current junior-college structure is conducted; the existing structures are

¹Rosemary McClain (Sister), "An Educational Response to Aging," Educational Horizons, (Summer 1978): 172.

²M. G. Spencer and C. J. Dorr, Understanding Aging: A Multidisciplinary Approach, (New York: Appleton-Century Croft, 1975), p. 9.

³Jack D. Minzey and Clyde LeTarte, Community Education: From Program to Process to Practice, (Midland, Michigan: Pendell Publishing Company, 1979), p. 26.

⁴Clyde LeTarte, "Community Education and the Community College: Problems and Promises," Community Colleges--Community Education, Monograph 4, A Look to Future Years: Prospects Regarding the Scope and Process of Community Education (1980), p. 29.

designed to serve the eighteen-, nineteen-, and twenty-year-old students; what allowances have been made for the returning adult student in the past, and what current changes are now being made for the adult students?¹

As Schonleber states: "As Americans, we take education seriously-- we always have and we always will. . ." ² A community school program should not be visualized as the frosting placed on the educational cake. Community education is the cake. ³ Community college education is the cake. Schonleber interprets this cake as being the ideal. He believes the community-college movement is one extraordinary effort to realize the ideal. By its accessibility in the community, by its relatively low cost, by its goal of attention to the needs and expectations of all segments of the community, and by its local control, Schonleber believes that the community college offers, or at the very least, has the capacity to offer, equal opportunity and equal access to all who wish to pursue organized learning, from whatever motive. ⁴

Alfred (1979) believes that two-year colleges will assume roles of aggressive leadership and sound management now and in the future to best meet the needs of the younger and the older students and to increase

¹Ibid., p. 30

²Schonleber, p. 4.

³Edward G. Olsen and Philip A. Clark, Life Center Education, (Midland, Michigan: Pendell Publishing Company, 1977), pp. 101-102.

⁴Schonleber, pp. 6-7.

their share of the student market.¹ The student market has definitely changed proportions as Americans have realized that older adults "want to learn."² Suddenly marketing and enrolling the adult student is a primary focus of community junior colleges and community education.

Exactly what does community education entail? Minzey and LeTarte offer a possible definition:

Community education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.³

The focal point of today's community education programs is the adult student; yet Behrendt warns that the community colleges must not forget the full-time student. He asserts that although the number of younger, full-time, students may not be increasing, these students will remain a vital part of the community college mission.⁴ All students of all ages do seem essential in a postsecondary curricular setting.

Smallwood summarizes that the community college that can flex to accommodate the unique needs of adult women students today may indeed be the college that will be growing and thriving tomorrow.⁵ Without a

¹Richard L. Alfred, "1980: A Decade of Decision for Community Colleges," Community College Frontiers, 7:4, (Summer 1979): 23.

²Carol E. Kasworm, "Old Dogs, Children and Watermelon Wine," Educational Horizons, 56:4, (Summer 1978): 203.

³Minzey and Letarte, pp. 25-26.

⁴Behrendt, pp. 28-29

⁵Smallwood, p. 73

doubt, the educational needs and opportunities of all ages of students are of utmost importance. With the emphasis of the past being on the younger student, Whitman captured an attitude of positive regard toward the aging process when he noted:

Youth, large, lusty, loving
 Youth, full of grace, force, fascination.
 Do you not know that old age may come after
 You with equal grace, force, fascination?¹

Summary of Related Literature

Women students of all ages, have varied backgrounds but common goals. As the literary review revealed, the traditional younger college coed is apparent on college campuses, but increasing numbers of mature women students are either entering or reentering the educational marketplace. The reasons for the women students' entry or reentry are numerous, but frequently a common reason for the educational return of these women is monetary, in the form of future employment or advancement within their employment areas.

The women students hold varying opinions of each other in the postsecondary classroom. A major revelation of the literature was that the information concerning the opinions of various ages of women students toward each other was and is not available. Studies of the opinions of men and women students and their opinions of each other have been conducted, but few in-depth studies concerning women students' views of other women students have been done.

¹Walt Whitman, "Youth, Day, Old Age, and Night," in An Anthology of American Poetry: Lyric America, 1630-1941, ed. A. Kreyenborg, (New York: Tudor Publisher, 1941), p. 55.

Women students have expressed various personal, social, and educational needs in the pursuit and fulfillment of their educational endeavors. Some women students believe that a personal need such as child-care facilities is foremost in the planning of their educational schedules; some women students desire more opportunities for socializing on campus inside and outside the classroom. They believe in an entire educational offering, rather than merely attending classes and completing homework assignments.

The community college setting has proved to be very advantageous and very beneficial for women students of any and all ages. Mature women students have tested the generally smaller community colleges and have enjoyed the smaller classes and campuses. The community colleges, themselves, have frequently reached out for the mature women students so that the enrollment figures of many of these colleges show women students ranging from eighteen to eighty.

CHAPTER III

METHODOLOGY

Design of the Study

This study was designed to explore the opinions of women college students of various ages in relation to themselves and their fellow classmates. How these women college students view themselves and each other was an essential factor in the design of the questionnaire. The complete study was designed to reveal some college women students' opinions in respect to their personal views of themselves as students and their classroom interaction(s) with other women students of their own ages, or of younger or older ages. Literary information reveals that age is a very real factor in many of the opinions women hold of themselves and others; this particular study was designed to explore, in one postsecondary educational setting, the opinions college women hold based on that one primary factor, age. An essential question underlying the design of the study was: How do opinions of college women students vary according to age?

Population and Sample

The postsecondary women students selected covered a cross-sectional range of students enrolled at El Reno Junior College. All of the women students enrolled in English Composition II, a required course, were selected. A required course of study was selected for the distribution of the questionnaire to the women students enrolled because all areas of academic specialization come together in the required courses necessary for degree-oriented individuals.

After covering the eight section offerings of English Composition II, both day and evening classes, a request was sent to Divisional Chairpersons for each of them to select a class or classes that would cover the widest range of women students in the various age categories.

Seven different divisions have been established at El Reno Junior College, and with the Divisional Chairpersons' permission, the class or classes each had selected were included as participants. Twelve classes throughout the college-course offerings of the various divisions were enlisted for the women students' responses. The questionnaire was distributed only one time for each different course, thus taking into regard the likelihood of students' being absent. Questionnaires were not left with the individual instructors for those women who were absent, for an elimination of bias was sought regarding the interpretation and explanation of the nature of the study and possible questions from the respondents. All the questionnaires were administered by the same person.

A schedule of classes for all the English Composition II offerings was formed and included the following information: the name of the

instructor, the days and time the class met, which particular day and which portion of the hour the responses could be sought, the location of the class, and an approximate number of questionnaires needed for the different age categories. (See Appendix A). A schedule was then drawn up as verification concerning where and when the questionnaire responses could be attained.

Questionnaires from the English Composition II class, the required course, were counted and divided into the three categories, and the enlistment of across-the-curriculum classes was sought. In the correspondence directed toward the seven Divisional Chairpersons, a particular emphasis was included for the instructors to select classes that would cover a wide range of ages of women students, with responses from women students twenty-five years old and older especially necessary. (See Appendix A). The recognition of the need for more responses of the older women students stemmed from the previous count of the distribution of responses based upon the English Composition II classes. At that point, the traditional student population was outnumbering the nontraditional women student population by approximately a three-to-one ratio.

The questionnaire results were collected from the various classes, and were divided into the three different age groups (eighteen to twenty-four years, twenty-five to thirty-four years, and thirty-five years and beyond). The responses were numbered on a three-digit basis, with the youngest age bracket responses beginning with the first digit of "0", such as "001." The middle-age category of women students was numbered consecutively, beginning with the count "101." The final age category for the women students was also numbered consecutively, beginning with the number "201."

A total of 149 responses was attained for the investigative analysis, but after initially recording the number of respondents, only 146 were found to be accurate, complete analyses of self and others. The elimination of the three responses was essential later because of an error in the form of the questionnaire to which the three women students responded.

The numerical breakdown for the original sample of the various ages of women students is shown in Table 1. The percentage that each age group constituted in the total is also presented in Table 1.

TABLE 1
ORIGINAL SAMPLE OF VARIED AGES OF WOMEN STUDENTS

	AGE 18-24 Years	AGE 25-34 Years	AGE 35+ Years	TOTAL
AGES OF WOMEN STUDENTS	64(42.9%)	44(29.6%)	41(27.5%)	149

Instrumentation

During the investigative phase of the study, the first consideration was to find the necessary background information that would be influential concerning the women students' entry or reentry into their academic endeavors. With age being the foremost variable in the study, seven other

demographic items and forty-five opinion items were isolated. The demographic items were all of a standardized nature, such as marital status, number of children, and employment. With the focus of the study being on women in the academic field, four of the demographic items dealt particularly with educational matters.

The forty-five questions seeking personal opinions were based upon concerns of women students as found in a multitude of literary sources. The greater part of the literature was based on women in academic pursuits in relation to the men students in the classroom.¹ Terwilliger (1976) noted that "double entredes" concerning men and women students appeared frequently in professional journals equating men's needs with women's, as the term "man" embraces "woman," as well.² The forty-five questions, however, concerned women's opinions of self and of their fellow women classmates. Eight main areas of concern were the basis for the questionnaire, with the eight particular issues having multiple items in relation to each. The forty-five questions were divided into the following order: fifteen questions dealt with the women students' self-concept; two questions dealt with women students' feelings of intelligence; two questions dealt with women students' educational goals; eight questions dealt with the element of competitiveness among women

¹Jane T. Malin, et al., "Factors Affecting the Performance and Satisfaction of Adult Men and Women Attending College," Research in Higher Education, 13:2, (1980): 115.

²Gloria H. Terwilliger, "Personhood . . . Expanding the Man's World," Community and Junior College Journal, 46:4, (December/January 1976): 9.

students; four questions dealt with the family members' feelings of concern toward the women students; seven questions dealt with the treatment of women students in the classroom; six questions dealt with the time commitment necessary for the women students; and one question dealt with the monetary commitment women students must make in the pursuit of their education.

Content validity, as recommended by Gay (1976) can be established by having examinary analysis of the information by a relatively small number of individuals.¹ The questionnaire was first distributed to one student of each age category so that each age might detect any difficulty that might arise in the responses to the questions. Each of the students verbally agreed to participate in the initial analysis, knowing that she would be ineligible for a retake of the finalized questionnaire. The nature and purpose of the study were fully explained to the preliminary participants, and specific directions were given to the three individuals to critique the instrument on the basis of: clarity of thought, wording and phrasing, format, and overall appropriateness of the opinion survey in regard to college women students of any age. The participants were also invited to make any other suggestions or comments they might have regarding the instrument.

Minor changes for a few of the demographic items were suggested by the initial respondents. The first change was that instead of the respondents' listing their ages they would just check one of the age

¹L. R. Gay, Educational Research: Competencies for Analysis and Application, (Columbus, Ohio: Charles E. Merrill, 1976), p. 131.

groupings, such as "___ 18-24, ___ 25-34, and ___ 35 and beyond." A second change resulted in the removal of the item concerning the ages of the children (if they had children), for there seemed to be an overlap in the breakdown of years. A third change was in the wording enlisting their response to the previous number of college classes taken. The word "course" was changed to "class," as it was suggested that students may equate college "courses" with college "hours." With regard to that particular demographic item, also, the qualification was added that the number of college classes was to be considered prior to this semester's enrollment.

One major change concerning the opinions survey seemed very necessary. The initial respondents and/or content judges felt the three responses to each question would be more appropriate in the form of NEVER, SOMETIMES, and ALWAYS, rather than NEVER, SELDOM, AND ALWAYS. They considered the term seldom to be too negative in its connotation. The change in the response was made because of their initial uneasiness with the term and also because of Borg and Gall's (1979) suggestions of avoiding errors in descriptive research.¹ Both the original and the final demographic information instruments are reproduced in the Appendix. Only one of the original instruments (an eighteen to twenty-four age grouping) is included in Appendix A, as the final three different age-category questionnaires are included in Appendix B. The only change was in the removal of SELDOM as a personal response choice to the usage of SOMETIMES

¹Walter R. Borg and Meredith Damien Gall, Educational Research, Third ed. (New York: Longman, Inc., 1979): p. 171.

on every question for every age.

The questionnaire, with the recommended changes, was administered to a pilot group of thirty college women students enrolled in either an English Composition I class or a Creative Writing II class. These two classes were selected for three main reasons: (1) the English Composition class is a required class, (2) the English Composition class represents a lower-level course, and (3) the Creative Writing class represents an advanced-course offering. The thirty women students included ten women from each of the three age groups. None of these women was involved in the planning of the wording of the instrument, and none was involved later in the final survey. Tuckman (1972) stated that ". . . a pilot test attempts to determine whether questionnaire items possess the desired qualities of measurement and discriminability . . ." ¹

Results and comments obtained from the pilot study provided the information that the questionnaire was not more understandable, regarding both the demographic background section and the section relating to the opinions of self and others. The fourth response, NOT MARRIED, was deemed very necessary, as many of the younger respondents were indeed single, and the question did not therefore apply to them. No typographical errors were discovered, and based on the non-verbal expressions and verbal reactions and comments of the respondents, the study did seem interesting to the women respondents themselves.

¹Bruce W. Tuckman, Conducting Educational Research, (New York: Harcourt, Brace, Jovanovich, 1972), p. 196.

Data-Collection Procedures

The instruments for the collection of data for the study were the "Demographic Data Questionnaire" and the "Opinions of Self and Others Questionnaire." The two instruments were combined securely so the background information would not be separated from the opinions survey. The first page of the "Opinions of Self and Others Questionnaire," however, contained the age category again as a reinforcement that the women students were responding to the correct instrument.

The first set of questionnaires was distributed to all the English II classes during the week of March 1-5, 1982, prior to the spring vacation. The across-the-curriculum classes were given the questionnaire during the week of April 5-9, 1982. The English Composition II classes tested included both day and evening students, as did the cross-curricular classes. A few of the students who participated in the pilot study were enrolled in some of the selected classes; however, they did not take the testing instrument the final time.

After a set of questionnaires was distributed for a class, the completed instruments were immediately divided into the various age categories, and the responses were numbered in order to keep an approximate count of the number of responses for each group. As previously cited, after the English Composition II classes were surveyed and the questionnaires counted, the younger women (ages 18-24) were outnumbering the middle- and older-age groups by three to one.

The final distribution of ages showed a slight proportionate difference in the final study, as can be seen in Table 2.

TABLE 2

FINAL SAMPLE OF VARIED AGES OF WOMEN STUDENTS

	AGE 18-24 Years	AGE 25-34 Years	AGE 35+ Years	TOTAL
AGES OF WOMEN STUDENTS	64(43.8%)	43(29.5%)	39(26.7%)	146

Establishment of Reliability

As the opinions survey was developed especially for the study, no reliability coefficient was available. Reliability was computed by having the same thirty college women students complete the questionnaire two weeks after the first testing. The women were asked to once again respond according to their personal opinions with no regard to their earlier responses.

The instrument results were divided again into the three age categories and the responses recorded, with the first questionnaire responses marked as the X score and the second questionnaire responses of the women students marked as the Y score. The correlation efficient for each of the women students was computed employing the Pearson r raw score method, as discussed by Minium (1978).¹

The values of r ranged from .035 to .536, with .318 being the mean. The figure of .318 was, therefore, the average measure of reliability

¹Edward W. Minium, Statistical Reasoning in Psychology and Education, Second ed. (New York: John Wiley and Sons, 1978), p. 243.

obtained from the sample and was imputed to represent the reliability for the opinions questionnaire.

Procedure for Analysis of the Data

The questionnaire responses were analyzed after a total of 149 responses were received. The questionnaires, which were compiled and sorted into the three age divisions, were numbered and computed in order to examine women's opinions in reference to the eight basic research questions.

The sample data were divided into the three age categories of Young women students (coded "Y"), which consisted of women ages 18-24 years; the Middle-age women students (coded "M"), which consisted of women ages 25-34 years; and Older women students (coded "O"), which consisted of women ages 35 years and beyond. The chi-square test was utilized in an examination of the basic research questions with both a decimal and an integer run of chi-square conducted on the computer.

The .05 level of confidence was selected as the criterion of significance for accepting or rejecting each individual question relating to the eight basic research questions. The degrees of freedom were figured on a 3x3 table and 4x3 table; the 4x3 table was essential for the middle-age students who had "a" and "b" questions on which to respond. Thus the figures from the chi-square table for 9.488 for the degrees of freedom in the 3x3 table and 12.592 for the degrees of freedom in the 4x3 table were employed as the minimum significance level for the responses.

Two methods were employed in measuring the significance of responses for both a decimal and an individual integer run were computed regarding

the responses. The integer run was the final analysis, for in reference to human subjects, whole integers or numbers of people must be considered, not decimals or fractions of individuals.

Finally, in the description of the background profiles of each of the three age categories of the college women students, the mode which is the most frequently occurring score, was utilized.¹

¹Borg and Gall, p. 414.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Introduction

This study was designed to explore the opinions of women college students in relation to themselves and other women at El Reno Junior College during the spring semester of 1982. The study considered age as a primary variable when examining student opinions because the enrollments of the past few years have shown a great influx of older reentry students.

Contained within this chapter are the presentation, analysis, and interpretation of the data and the findings concerning the eight basic research questions.

The chapter is organized as follows:

1. Background profiles of the women college students as described by the mode.
2. Presentation and analysis of collected data for demographic factors and findings concerning the eight research questions.

3. Presentation and analysis of collected data for the assessment of the opinions of the women students in reference to the eight basic research questions.
4. Summary of data analyses.

Background Profiles of the Women College Students

As Described by the Mode

From the data obtained, it was possible to describe the background profile of each of the three age categories of women students. Using the most frequent response, the mode, a composite of the typical younger-, middle-, and older-aged female college student was developed. In considering the typical woman college student, individual differences and exceptions should be taken into account. However, a typical profile can be determined to synthesize the myriad of individual responses (collected data) drawn from this study.

The typical younger female college student (18-24 years old) was single, had no children, worked part-time, had either a business or a nursing major, had taken six or more college classes in the past three years, entered college for the primary reason of future employment, and intended to combine homemaking and career as future career plans.

The typical middle-aged female college student (25-34 years old) was married, had two children (although two had five or more children), was not employed outside the home, had a nursing major, had taken six or more college classes within the past three years, entered college primarily for future employment chances, and intended in her future plans to combine homemaking and career.

The typical older female college student (35 years and older) was married, had three children (although seven had five children or more), was employed full-time outside the home (the responses were all similar related to not being employed or being employed full- or part-time), had either a nursing or an uncertain or double major, had taken six or more college classes in the past three years, had entered college for self-fulfillment reasons, and intended to combine homemaking and a career in her future life.

Presentation and Analysis of Collected Data
for Demographic Factors

With so many individual differences among women college students of any age, it is difficult to provide a typical profile of any woman college student; therefore Table 3 was prepared to illustrate the number of women responding to each of the demographic factors for which frequencies were used to describe the data.

TABLE 3
DEMOGRAPHIC FACTORS BY AGE
STATED BY RESPONSE FREQUENCY

	AGE 18-24 Years		AGE 25-34 Years		AGE 35+ Years	
MARITAL STATUS		<u>Percent</u>		<u>Percent</u>		<u>Percent</u>
SINGLE	46	71.87	4	9.30	1	2.56
MARRIED	16	25.00	29	67.44	25	64.10
DIVORCED	2	3.13	9	26.93	11	28.21
WIDOWED	0	0.00	1	2.33	2	5.13
TOTAL	64		43		39	

TABLE 3 (Continued)

	AGE 18-24 Years		AGE 25-34 Years		AGE 35+ Years	
NUMBER OF CHILDREN		Percent		Percent		Percent
NONE	52	81.25	9	20.93	1	2.56
ONE	8	12.50	7	16.28	4	10.26
TWO	3	4.69	19	44.19	7	17.95
THREE	1	1.56	6	13.95	14	35.90
FOUR	0	0.00	0	0.00	6	15.38
MORE	0	0.00	2	4.65	7	17.95
TOTAL	64		43		39	
EMPLOYED OUTSIDE OF HOME						
NO	19	29.69	22	51.17	13	33.33
FULL-TIME	10	15.62	6	13.95	16	41.02
PART-TIME	35	54.69	15	34.88	10	25.65
TOTAL	64		43		39	
UNDERGRADUATE MAJOR						
AGRICULTURE	0	0.00	1	2.32	0	0.00
AVIATION	0	0.00	0	0.00	0	0.00
BUSINESS	17	26.56	7	16.27	3	7.69
CRIMINAL JUSTICE	2	3.13	1	2.33	0	0.00
EDUCATION	6	9.39	1	2.33	5	12.82
FINE ARTS	1	1.56	0	0.00	3	7.69
INDUSTRIAL ARTS	2	3.13	0	0.00	0	0.00
LIFE ENRICHMENT	0	0.00	0	0.00	2	5.13
MATHEMATICS	1	1.56	0	0.00	0	0.00
NATURAL SCIENCES	1	1.56	0	0.00	0	0.00
NURSING	16	25.00	20	46.51	12	30.77
PHYSICAL EDUCATION	3	4.69	0	0.00	0	0.00
POLITICAL SCIENCE	0	0.00	0	0.00	0	0.00
PRE-PROFESSIONAL	1	1.56	1	2.33	2	5.13
SOCIAL SCIENCES	1	1.56	1	2.33	0	0.00
VOCATIONAL	0	0.00	0	0.00	0	0.00
UNKNOWN or UNDECLARED	7	10.93	3	6.98	3	7.69
OTHER or MORE THAN ONE	6	9.38	8	18.60	9	23.08
TOTAL	64		43		39	
NUMBER OF COLLEGE HOURS / THREE YEARS						
NONE	0	0.00	3	6.98	6	15.38
ONE	1	1.56	1	2.33	1	2.56
TWO-THREE	3	4.09	4	9.30	3	7.69
FOUR-FIVE	24	37.50	8	18.60	4	10.27
SIX or MORE	36	56.25	27	62.79	25	64.10
TOTAL	64		43		39	

TABLE 3 (Continued)

	AGE 18-24 Years		AGE 25-34 Years		AGE 35+ Years	
PRIMARY REASON FOR ENTERING COLLEGE	<u>Percent</u>		<u>Percent</u>		<u>Percent</u>	
FUTURE EMPLOYMENT	47	73.40	21	48.83	9	23.08
SELF-FULFILLMENT	10	15.63	10	23.26	21	53.84
PROMOTION OR ADVANCE- MENT WITHIN CURRENT AREA OF EMPLOYMENT	5	7.81	10	23.26	9	23.08
UNCERTAIN	2	3.13	0	0.00	0	0.00
OTHER	0	0.00	2	4.65	0	0.00
TOTAL	64		43		39	
FUTURE CAREER PLANS						
FULL-TIME HOMEMAKER	1	1.56	1	2.33	2	5.12
FULL-TIME CAREER WOMAN	13	20.32	8	18.60	6	15.39
COMBINATION OF HOME- MAKING AND CAREER	47	73.43	27	62.79	22	56.41
ADVANCED SCHOOLING	3	4.69	4	9.30	4	10.26
UNDECIDED	0	0.00	3	6.98	5	12.82
OTHER	0	0.00	0	0.00	0	0.00
TOTAL	64		43		39	

Frequency differences were illustrated in the compiled data in the background profiles of the three age groups of postsecondary women students. Interesting results were evident in the younger-age women students' choices of major in relation to their primary reason for entering college and their future career plans. These young women students surveyed were not majoring in the educational or arts fields; they were seeking employment opportunities by choosing careers in which they foresee themselves working inside and outside the home by combining homemaking and careers.

The younger women were going to school as an aid for future employment. The older women students, however, seemed to be entering or reentering college for self-fulfillment reasons. Neither future employment

reasons nor promotion or advancement reasons could together equal the number of more mature women students' reasons for being in a postsecondary classroom as attending classes for themselves and their own self-fulfillment. The older women did not allow larger families to deter their educational goals, for a number of them (seven) had five or more children each. Included in this number was one woman who reported seven children and one who listed nine. A relatively equal proportion of the older women students were either not employed outside the home, were employed full-time, or were employed on a part-time basis.

The average middle-aged postsecondary women students were married and were the mother of two children. These women, however, were not all choosing to remain at home, for a large number of them were working on a part-time basis. With the combined full-time and part-time employment of the women, the total came very close to equaling the number of women who were not working outside the home. The fact became apparent that the middle-aged women students who were entering or reentering the postsecondary environment were aiming their lives toward employment, for their responses showed, by a three-to-one ratio, that future employment or promotion and advancement outweighed their returns simply for self-fulfillment reasons only. These women did, as indicated by the two other age groupings, plan to combine family and career. As indicated by the numbers, the women, of any age, have chosen to pursue their education with, as the questionnaire results showed, mixed opinions of themselves and their fellow women students.

Presentation and Analysis of Collected Data

From Basic Research Questions

Eight basic research questions were the focal point of this investigative study. A summary of the questionnaire items that corresponded to these eight research questions is included in Appendix A. An analysis of the results will be presented with the questions from the instrument, divided into the eight main areas of concern. The instrument did not have the questions numbered consecutively in reference to each of the eight basic areas of concern. In fact, an intentional "scattering" of questions was planned to eliminate the possibility of bias in the answering of the instrument.

With the usage of the chi-square statistical test, the frequency count of actual responses is compared to an expected "normal" distribution of responses.¹ When an unusually small or large number of responses was recorded on any of the forty-five survey questions, a significant difference was shown.

¹Borg and Gall, p. 465.

TABULATION RESULTS OF QUESTIONNAIRE

AGE GROUPS IN YEARS	RESPONSES							CHI- SQUARE	
	NEVER	SOMETIMES		ALWAYS					
		Percent	Percent	Percent	Percent	Percent			
RESEARCH QUESTION #1									
<u>DIFFERENCES EXISTENT IN SELF CONCEPT BASED ON AGE?</u>									
ITEM #1: CONFIDENT OF CLASSROOM ABILITIES UPON ENTRY TO COLLEGE									
18-24	TOTAL	64	0	0.00	40	62.50	24	37.50	13.016*
25-34		43	6	13.95	24	55.81	13	30.24	
35+		39	1	2.56	27	69.23	11	28.21	
ITEM #2: CONFIDENT OF CLASSROOM ABILITIES NOW									
18-24	TOTAL	64	0	0.00	32	50.00	32	50.00	1.839
25-34		43	0	0.00	21	48.84	22	51.16	
35+		39	1	2.56	14	35.90	24	61.54	
ITEM #3: COMFORTABLE WITH WOMEN STUDENTS MY AGE									
18-24	TOTAL	64	0	0.00	25	39.06	39	60.94	5.493
25-34		43	0	0.00	17	39.53	26	60.47	
35+		39	1	2.56	7	17.95	31	79.49	
ITEM #4: COMFORTABLE WITH WOMEN STUDENTS OF OTHER AGES									
TOTAL									
18-24	(older)	64	2	3.13	44	68.75	18	28.12	17.266*
25-34	a. (younger)	43	0	0.00	21	48.84	22	51.16	
	b. (older)	43	0	0.00	14	32.56	29	67.44	
35+	(younger)	39	0	0.00	18	46.15	21	53.85	
ITEM #5: PRESSURE FELT FROM WOMEN STUDENTS MY AGE									
18-24	TOTAL	64	40	62.50	23	35.94	1	1.56	2.410
25-34		43	29	67.44	13	30.24	1	2.32	
35+		39	29	74.36	10	25.64	0	0.00	
ITEM #6: PRESSURE FELT FROM WOMEN STUDENTS OF OTHER AGES									
TOTAL									
18-24	(older)	64	33	51.56	25	39.06	6	9.38	8.265
25-34	a. (younger)	43	27	62.80	14	32.55	2	4.65	
	b. (older)	43	28	65.12	15	34.88	0	0.00	
35+	(younger)	39	25	64.10	14	35.90	0	0.00	

*Implies a significant difference throughout Table 4.

TABLE 4 (Continued)

RESEARCH QUESTION #1 (Continued)
DIFFERENCES EXISTENT IN SELF CONCEPT BASED ON AGE?

AGE GROUPS IN YEARS	RESPONSES							CHI- SQUARE	
	NEVER	SOMETIMES		ALWAYS					
		Percent	Percent	Percent	Percent	Percent			
ITEM #22: UNEASINESS IN SPEAKING OPENLY IN CLASS DISCUSSION									
18-24	TOTAL	64	14	21.88	38	59.37	12	18.75	6.631
25-34		43	16	37.21	22	51.16	5	11.63	
35+		39	14	35.90	23	58.97	2	5.13	
ITEM #23: MOST COMFORTABLE IN CLASSROOM OF WOMEN STUDENTS OF ALL AGES									
18-24	TOTAL	64	2	3.13	32	50.00	30	46.87	2.904
25-34		43	2	4.65	15	34.88	26	60.47	
35+		39	2	5.13	15	38.46	22	56.41	
ITEM #24: PERSONAL AWARENESS OF WOMEN STUDENTS' AGES WHEN BECOMING INVOLVED									
18-24	TOTAL	64	13	20.31	34	53.13	17	26.56	10.306*
25-34		43	16	37.21	21	48.84	6	13.95	
35+		39	19	48.72	14	35.90	6	15.38	
ITEM #26: PLEASED WITH OWN PHYSICAL APPEARANCE AND MANNER OF DRESS IN CLASSES									
18-24	TOTAL	64	1	1.56	22	34.38	41	64.06	1.754
25-34		43	1	2.33	19	44.19	23	53.48	
35+		39	1	2.56	12	30.77	26	66.67	
ITEM #27: FEEL RIDICULED BY APPEARING "DIFFERENT" FROM OTHER WOMEN STUDENTS									
18-24	TOTAL	64	46	71.88	18	28.12	0	0.00	4.916
25-34		43	31	72.09	12	27.91	0	0.00	
35+		39	35	89.74	4	10.26	0	0.00	
ITEM #30: GAIN ASSURANCE BY ESTABLISHING FEMALE FRIEND(S) MY AGE									
18-24	TOTAL	64	2	3.12	23	35.94	39	60.94	9.610*
25-34		43	3	6.98	22	51.16	18	41.86	
35+		39	3	7.69	23	58.98	13	33.33	
ITEM #31: GAIN ASSURANCE BY ESTABLISHING FEMALE FRIEND(S) OF OTHER AGES									
TOTAL									
18-24	(older)	64	3	4.69	33	51.56	28	43.75	14.566*
25-34	a. (younger)	43	7	16.28	30	69.77	6	13.95	
	b. (older)	43	3	6.98	29	67.44	11	25.58	
35+		39	5	12.82	24	61.54	10	25.64	

TABLE 4 (Continued)
 RESEARCH QUESTION #2
 DIFFERENCES EXISTENT IN FEELINGS OF INTELLIGENCE BASED ON AGE?

AGE GROUPS IN YEARS		RESPONSES							CHI- SQUARE
		NEVER		SOMETIMES		ALWAYS			
			Percent		Percent		Percent		
ITEM #7: FEEL EMBARRASSED WHEN OTHER WOMEN STUDENTS MY AGE APPEAR MORE INTELLIGENT THAN I									
18-24	TOTAL	64	35	54.69	27	42.19	2	3.12	3.115
	25-34	43	25	58.14	18	41.86	0	0.00	
	35+	39	21	53.85	17	43.59	1	2.56	
ITEM #8: FEEL EMBARRASSED WHEN OTHER WOMEN STUDENTS OF OTHER AGES APPEAR MORE INTELLIGENT THAN I									
TOTAL									
18-24	(older)	64	41	64.06	23	35.94	0	0.00	4.096
25-34	a. (younger)	43	23	58.49	18	41.86	2	4.65	
	b. (older)	43	26	60.47	17	39.53	0	0.00	
35+	(younger)	39	21	53.85	17	43.59	1	2.56	

RESEARCH QUESTION #3
 DIFFERENCES EXISTENT IN EDUCATIONAL GOALS BASED ON AGE?

ITEM #32: YOUNGER FEMALE STUDENTS FACE MORE DIFFICULTIES REACHING EDUCATIONAL GOALS THAN THE OLDER									
18-24	TOTAL	64	24	37.50	34	53.12	6	9.39	2.677
	25-34	43	17	39.53	21	48.84	5	11.63	
	35+	39	21	53.85	16	41.02	2	5.13	
ITEM #33: OLDER FEMALE STUDENTS FACE MORE DIFFICULTIES REACHING EDUCATIONAL GOALS THAN THE YOUNGER									
18-24	TOTAL	64	9	14.06	48	75.00	7	10.94	1.421
	25-34	43	7	16.28	29	67.44	7	16.28	
	35+	39	6	15.38	26	66.67	7	17.95	

RESEARCH QUESTION #4
 DIFFERENCES EXISTENT IN DEGREE OF COMPETITIVENESS BASED ON AGE?

ITEM #11: FEEL FEARFUL COMPETING FOR GRADES WITH WOMEN STUDENTS OF OWN AGE									
18-24	TOTAL	64	36	56.25	26	40.63	2	3.12	4.347
	25-34	43	30	69.77	12	27.91	1	2.32	
	35+	39	29	74.36	9	23.08	1	2.56	

TABLE 4 (Continued)
 RESEARCH QUESTION #4 (Continued)
DIFFERENCES EXISTENT IN DEGREE OF COMPETITIVENESS BASED ON AGE?

AGE GROUPS IN YEARS	RESPONSES								CHI- SQUARE
	NEVER		SOMETIMES		ALWAYS				
		Percent		Percent		Percent			
ITEM #12: FEEL FEARFUL COMPETING FOR GRADES WITH WOMEN STUDENTS OF OTHER AGES									
18-24	(older)	64	38	59.38	21	32.81	5	7.81	16.122*
25-34	a. (younger)	43	28	65.12	13	30.23	2	4.65	
25-34	b. (older)	43	31	72.09	12	27.91	0	0.00	
35+	(younger)	39	35	89.74	4	10.26	0	0.00	
ITEM #13: FEEL REGULAR CLASS ATTENDANCE IMPORTANT FOR GRADE(S)									
18-24	TOTAL	64	1	1.56	12	18.75	51	79.69	3.427
25-34		43	0	0.00	8	18.60	35	81.40	
35+		39	1	2.56	3	7.69	35	89.75	
ITEM #14: FEEL OTHER AGES OF WOMEN STUDENTS RECEIVE SPECIAL PRIVILEGES REGARDING CLASS ATTENDANCE									
TOTAL									
18-24	(older)	64	37	57.81	24	37.50	3	4.69	13.002*
25-34	a. (younger)	43	30	69.77	13	30.23	0	0.00	
25-34	b. (older)	43	27	62.80	15	34.88	1	2.32	
35+	(younger)	39	33	84.62	6	15.38	0	0.00	
ITEM #15: FEEL RESPONDENT RECEIVES HIGHER GRADES MORE EASILY THAN OTHERS									
TOTAL									
18-24	(older)	64	39	60.94	25	39.06	0	0.00	8.006
25-34	a. (younger)	43	20	46.51	22	34.37	1	2.32	
25-34	b. (older)	43	18	41.86	25	58.14	0	0.00	
35+	(younger)	39	25	64.11	13	33.33	0	0.00	
ITEM #16: FEEL OTHER AGES OF WOMEN STUDENTS RECEIVE HIGHER GRADES MORE EASILY THAN RESPONDENT									
TOTAL									
18-24	(older)	64	32	50.00	31	48.44	1	1.56	8.679
25-34	a. (younger)	43	19	44.18	21	48.84	3	6.98	
25-34	b. (older)	43	25	58.14	17	39.54	1	2.32	
35+	(younger)	39	19	48.72	15	38.46	5	12.82	
ITEM #17: FEEL GRADES EVENLY DISTRIBUTED AMONG ANY AGE OF WOMEN STUDENTS									
18-24	TOTAL	64	1	1.56	26	40.63	37	57.81	5.369
25-34		43	0	0.00	22	51.16	21	48.84	
35+		39	1	2.56	11	28.21	27	69.23	

TABLE 4 (Continued)

RESEARCH QUESTION #4 (Continued)
DIFFERENCES EXISTENT IN DEGREE OF COMPETITIVENESS BASED ON AGE?

AGE GROUPS IN YEARS	RESPONSES								CHI- SQUARE
	NEVER		SOMETIMES		ALWAYS				
		Percent		Percent		Percent			
ITEM #19: FEEL OTHER AGES OF WOMEN STUDENTS DOMINATE CLASS TIME									
TOTAL									
18-24	(older)	64	14	21.88	36	56.24	14	21.88	20.549*
25-34	a. (younger)	43	13	30.23	27	62.79	3	6.98	
25-34	b. (older)	43	16	37.21	23	53.49	4	9.30	
35+	(younger)	39	23	58.97	12	30.77	4	10.26	

RESEARCH QUESTION #5
DIFFERENCES EXISTENT IN FEELINGS OF FAMILY ABOUT
EDUCATIONAL ATTAINMENTS OF ANY AGE WOMEN STUDENTS?

ITEM #38: FEEL PRESSURE FROM FAMILY REGARDING COLLEGE ENROLLMENT									
18-24	TOTAL	64	26	40.63	28	43.75	10	15.62	1.312
25-34		43	19	44.19	20	46.51	4	9.30	
35+		39	17	43.59	17	43.59	5	12.82	
ITEM #39: FEEL PRESSURE FROM HUSBAND REGARDING COLLEGE ENROLLMENT									
18-24	TOTAL	19	11	57.89	6	31.58	2	10.53	0.243
25-34		35	19	54.29	13	37.14	3	8.57	
35+		30	16	53.33	11	36.67	3	10.00	
ITEM #40: FEEL RESENTMENT FROM FAMILY REGARDING COLLEGE ENROLLMENT									
18-24	TOTAL	64	50	78.13	13	20.31	1	1.56	13.376*
25-34		43	24	55.81	19	44.19	0	0.00	
35+		39	21	53.85	15	38.46	3	7.69	
ITEM #41: FEEL RESENTMENT FROM HUSBAND REGARDING COLLEGE ENROLLMENT									
18-24	TOTAL	19	15	78.95	4	21.05	0	0.00	2.714
25-34		35	25	71.43	8	22.86	2	5.71	
35+		30	18	60.00	9	30.00	3	10.00	

TABLE 4 (Continued)

RESEARCH QUESTION #6
DIFFERENCES EXISTENT IN TREATMENT OF WOMEN STUDENTS BASED ON AGE?

AGE GROUPS IN YEARS	RESPONSES						CHI- SQUARE		
	NEVER		SOMETIMES		ALWAYS				
		Percent		Percent		Percent			
ITEM #18: FEEL PROFESSORS LISTEN MORE ATTENTIVELY TO WOMEN STUDENTS OF OTHER AGES									
TOTAL									
18-24	(older)	64	21	32.81	37	57.81	6	9.38	13.364*
25-34 a.	(younger)	43	26	60.47	15	34.88	2	4.65	
25-34 b.	(older)	43	21	48.84	20	46.51	2	4.65	
35+	(younger)	39	23	58.97	16	41.03	0	0.00	
ITEM #21: FEEL WOMEN STUDENTS OF OTHER AGES OVERDO HOMEWORK ASSIGNMENTS									
18-24	(older)	64	19	29.69	37	57.81	8	12.50	27.313*
25-34 a.	(younger)	43	12	27.91	25	58.14	6	13.95	
25-34 b.	(older)	43	30	69.77	13	30.23	0	0.00	
35+	(younger)	39	23	58.97	14	35.90	2	5.13	
ITEM #25: RESPONDENT FEELS "LEFT OUT" OF STUDENT ACTIVITIES DUE TO AGE									
18-24	TOTAL	64	56	87.50	8	12.50	0	0.00	15.327
25-34		43	33	76.74	9	20.93	1	2.33	
35+		39	25	64.11	10	25.64	4	10.25	
ITEM #28: RESPONDENT FEELS COMFORTABLE SPENDING TIME IN STUDENT CENTER									
18-24	TOTAL	64	2	3.12	34	53.13	28	43.75	5.975
25-34		43	5	11.63	14	32.56	24	55.81	
35+		39	3	7.69	16	41.03	20	51.28	
ITEM #29: FEELS MAJORITY OF CLUBS AND ORGANIZATIONS MAKE SPECIAL ALLOWANCES FOR OLDER WOMEN STUDENTS									
18-24	TOTAL	64	45	70.31	16	25.00	3	4.69	6.655
25-34		43	27	62.79	16	37.21	0	0.00	
35+		39	19	48.72	19	48.72	1	2.56	
ITEM #34: FEELS MAJORITY OF CLASSES AND ACTIVITIES ARE FAIR TO WOMEN STUDENTS OF ANY AGE									
18-24	TOTAL	64	0	0.00	24	37.50	40	62.50	10.233*
25-34		43	3	6.98	16	37.21	24	55.81	
35+		39	1	2.56	8	20.52	30	76.92	

TABLE 4 (Continued)

RESEARCH QUESTION #6 (Continued)
DIFFERENCES EXISTENT IN TREATMENT OF WOMEN STUDENTS BASED ON AGE?

AGE GROUPS IN YEARS	RESPONSES								CHI- SQUARE
	NEVER		SOMETIMES		ALWAYS				
		Percent		Percent		Percent			
ITEM #35: FEELS MAJORITY OF CLUBS AND ORGANIZATIONS SUPPORTIVE OF WOMEN STUDENTS OF ANY AGE									
18-24	TOTAL	64	1	1.56	24	37.50	39	60.94	6.899
25-34		43	0	0.00	20	46.51	23	53.49	
35+		39	1	2.56	8	20.52	30	76.92	

RESEARCH QUESTION #7
DIFFERENCES EXISTENT IN AMOUNT OF TIME NECESSARY FOR WOMEN STUDENTS' EDUCATION?

ITEM #9: RESPONDENT HAS MORE TIME THAN OTHER AGES OF WOMEN STUDENTS FOR STUDIES									
18-24	TOTAL	64	26	40.62	35	54.69	3	4.68	4.554
25-34		43	19	44.19	21	48.84	3	6.97	
35+		39	23	58.98	14	35.90	2	5.12	
ITEM #10: RESPONDENT HAS LESS TIME THAN OTHER AGES OF WOMEN STUDENTS FOR STUDIES									
18-24	TOTAL	64	12	18.75	42	65.63	10	15.62	8.090
25-34		43	3	6.98	32	74.42	8	18.60	
35+		39	5	12.82	21	53.85	13	33.33	
ITEM #20: FEELS OTHER AGES OF WOMEN STUDENTS HAVE MORE TIME FOR OUTSIDE ASSIGNMENTS									
18-24	TOTAL	64	18	28.12	42	65.63	4	6.25	27.303*
25-34 a.	(older)	43	2	4.65	29	67.44	12	27.91	
25-34 b.	(younger)	43	6	13.95	35	81.40	2	4.65	
35+	(older)	39	11	28.21	17	43.58	11	28.21	
35+	(younger)	39	11	28.21	17	43.58	11	28.21	
ITEM #37: FEELS GUILTY TAKING TIME AWAY FROM HOME/FAMILY FOR EDUCATION									
18-24	TOTAL	64	39	60.94	23	35.94	2	3.12	14.592*
25-34		43	12	27.91	23	54.49	8	18.60	
35+		39	19	48.72	17	43.59	3	7.69	

TABLE 4 (Continued)
 RESEARCH QUESTION #7 (Continued)
DIFFERENCES EXISTENT IN AMOUNT OF TIME NECESSARY FOR WOMEN
STUDENTS' EDUCATION?

AGE GROUPS IN YEARS	RESPONSES									CHI- SQUARE
	NEVER			SOMETIMES			ALWAYS			
			Percent		Percent		Percent			
ITEM #43: FEELS GUILTY REGARDING TIME COMMITMENT NECESSARY FOR EDUCATION										
18-24	TOTAL	64	33	51.56	29	45.31	2	3.13	10.806*	
25-34		43	11	25.58	26	60.47	6	13.95		
35+		39	20	51.28	17	43.59	2	5.13		
ITEM #44: FEELS "RUSHED" IN COMMITMENTS AND RESPONSIBILITIES, EXCLUDING EDUCATIONAL ONES										
18-24	TOTAL	64	13	20.31	43	67.19	8	12.50	7.996	
25-34		43	5	11.63	25	58.14	13	30.23		
35+		39	9	23.08	18	46.15	12	30.77		

RESEARCH QUESTION #8
DIFFERENCES EXISTENT IN AMOUNT OF MONEY NECESSARY FOR
EDUCATIONAL ATTAINMENTS?

ITEM #42: FEELS GUILTY REGARDING MONEY SPENT ON EDUCATIONAL NEEDS										
18-24	TOTAL	64	42	65.63	19	29.69	3	4.68	2.017	
25-34		43	25	58.14	14	32.56	4	9.30		
35+		39	28	71.79	9	23.08	2	5.13		

The data illustrated points at which frequency differences appeared in the opinions survey among the three age groups. When the chi-square test was applied to each of the areas listed in the above table, statistically significant differences at the .05 level were found for several of the women's responses to the questions. In fact, for approximately every three questions asked, one of the responses would show a significant difference. Results of the chi-square were compiled and listed in Table 5,

found on page 75 and Table 6, found on page 76.

Two different degrees of freedom were used in association with the chi-square test. For the "regular" questions, with no "a" or "b" responses, a 3x3 table was drawn up with four degrees of freedom allowed, and the questions with "a" and "b" responses were charted as a 4x3 table, with an allowance of six degrees of freedom. Thus, taking into consideration the two different degrees of freedom, the table is more verifiable.

On Items #39 and #41, the fourth response of NOT MARRIED was added so the non-married women students had the optional choice, and the question remained viable. Those women students who chose the fourth response were simply not included in the count; thus a smaller TOTAL of responses was computed.

TABLE 5

SIGNIFICANT DIFFERENCES IN CHI-SQUARE VALUES
PRESENTED IN NUMERICAL SEQUENTIAL ORDER

ITEM #	SUBJECT	CHI-SQUARE	MINIMUM SIGNIFICANCE
1.	Confident upon entry	13.016*	9.488
4.	Comfortable with other ages	17.266*	12.592
12.	Competing for grades with other ages	16.122*	12.592
14.	Privileges received depending on age	13.002*	12.592
18.	Professors listen more closely depending on age	13.002*	12.592
19.	Class time dominated by some	20.549*	12.592
20.	More time for assignments depending on age	27.303*	12.592
21.	Homework overdone by some ages	27.313*	12.592
24.	Awareness of ages in classroom	10.306*	9.488
25.	Activities "left out" based on age	15.327*	9.488
30.	Friends established of own age	9.610*	9.488
31.	Friends established of various ages	14.566*	12.592
34.	Classes and activities fair to women students	10.233*	9.488
37.	Guilty in time commitment taken from home	14.592*	9.488
40.	Resentment from family	13.376*	9.488
43.	Guilty in total time commitment	10.806*	9.488

TABLE 6

SIGNIFICANT DIFFERENCES IN CHI-SQUARE VALUES
BASED ON BASIC RESEARCH QUESTIONS

RESEARCH QUESTION #	ITEM #	SUBJECT	CHI-SQUARE	MINIMUM SIGNIFICANCE
1 (SELF-CONCEPT)	1	Confident upon entry	13.016*	9.488
1	4	Comfortable with other ages	17.266*	12.592
1	24	Awareness of ages in classroom	10.306*	9.488
1	30	Friends established of own age	9.610*	9.488
1	31	Friends established of various ages	14.566*	12.592
2 (INTELLIGENCE)		None		
3 (GOALS)		None		
4 (COMPETITIVENESS)	12	Competing for grades with other ages	16.122*	12.592
4	14	Privileges received depending on age	13.002*	12.592
4	19	Class time dominated by some	20.549*	12.592
5 (FAMILY FEELINGS)	40	Resentment from family	13.376*	9.488
6 (TREATMENT)	18	Professors listen more closely depending on age	13.002*	12.592
6	21	Homework overdone by some ages	27.313*	12.592
6	25	Activities "left out" based on age	9.610*	9.488
6	34	Classes and activities fair to women students	10.233*	9.488
7 (TIME)	20	More time for assignments depending on age	27.303*	12.592
7	37	Guilty in time commitment taken from home	14.592*	9.488
7	43	Guilty in total time commitment	10.806*	9.488
8 (MONEY)		None		

Research Question #1: SELF-CONCEPT

Fifteen individual opinion items were included concerning self-concept of the various ages of women students.

ITEM 1: CONFIDENCE LEVEL UPON ENTRY TO COLLEGE

A significant difference was determined with this finding: 13.9% of the middle-aged women students NEVER felt confident upon entry while compared to none of the younger women NEVER feeling confident upon entry and only 2.5% of the older women NEVER feeling confident. The highest percentage of women ALWAYS feeling confident upon entry was the younger women with 37.5%, followed by the middle-aged with 30% and the older women with 28%.

ITEM 2: CONFIDENCE LEVEL NOW IN THE CLASSROOM

No significant difference was determined as all ages responded very positively in feeling confident either SOMETIMES or ALWAYS in the classroom. Exactly 50% of the younger women students felt confident SOMETIMES in the classroom and exactly 50% ALWAYS felt confident. Both the middle and older-aged women students responded with over 50% of both age categories ALWAYS feeling confident.

ITEM 3: COMFORTABLE WITH WOMEN STUDENTS OF SAME AGE

No significant difference was determined as all ages of women students responded very positively that they felt comfortable in the classroom with women students of their same age. 79% of the older women students responded accordingly while 60% of the younger and middle-aged women ALWAYS felt comfortable.

ITEM 4: COMFORTABLE WITH STUDENTS OF OTHER AGES

A significant difference was determined with this finding: 69% of the younger students SOMETIMES felt comfortable with the older students while

over 50% of the middle and older women students ALWAYS felt comfortable with students of other ages. 67% of the middle-aged women ALWAYS felt comfortable with students older than they, both percentages in contrast with the 28% of the younger students who ALWAYS felt comfortable with other ages. 3% of the younger students NEVER felt comfortable with other ages whereas there were no responses at all from the middle and older women for the NEVER response.

ITEM 5: PRESSURE FELT FROM WOMEN STUDENTS OF SAME AGE

No significant difference was determined as all ages of women students responded that they felt no pressure from their peers. 62% to 74% of the women felt they NEVER felt pressured, with the 62% being the younger students, 67% being the middle-aged women and the 74% being the older women students.

ITEM 6: PRESSURE FELT FROM WOMEN STUDENTS OF OTHER AGES

Again, no significant difference was determined as all ages of women students responded with 50% or more NEVER having felt pressure from their classmates of different ages. 51% of the younger felt they were NEVER pressured; 62% of the middle-aged and 64% of the older women NEVER felt pressured.

ITEM 22: UNEASINESS IN SPEAKING OPENLY IN CLASS DISCUSSION

No significant difference was determined as all ages of women students (51% to 59%) seemed to feel uneasy SOMETIMES responding openly in classroom discussion. Surprisingly, 35% to 37% of the middle and older-aged women, respectively, responded that they NEVER felt uneasy in class discussion, in comparison with 21% of the younger students.

ITEM 23: MOST COMFORTABLE IN CLASSROOM OF WOMEN STUDENTS OF ALL AGES

No significant difference was determined as the women students of all ages seemed to feel comfortable with the mixture of ages in the classroom. 46% of the younger women ALWAYS felt comfortable with other students of all ages while 60% of the middle-aged and 56% of the older women did.

ITEM 24: PERSONAL AWARENESS OF WOMEN STUDENTS' AGES WHEN BECOMING INVOLVED

A significant difference was determined with this finding: 26% of the younger students ALWAYS noticed ages when becoming involved in reference to 13% to 15% of the middle and older-aged women noticing age. 48% of the older women students responded that they NEVER even noticed age in reference to only 20% of the younger women students NEVER noticing age.

ITEM 26: PLEASED WITH PHYSICAL APPEARANCE

No significant difference was determined as all ages of women seemed to ALWAYS feel pleased with their appearance and manner of dress while attending classes. 66% of the older women students responded they ALWAYS were pleased, with the younger women following in line with 64% of them feeling pleased and 53% of the middle-aged women ALWAYS pleased with their appearance.

ITEM 27: FEEL RIDICULED BY APPEARING "DIFFERENT" FROM OTHER WOMEN STUDENTS

No significant difference was determined as 71% to 89% of the women students responded that they NEVER felt ridiculed by being different. 71% of the middle-aged and 89% of the older women NEVER seemed to feel ridiculed. This was a category in which none of the women responded to ALWAYS feeling ridiculed by appearing different.

ITEM 30: GAIN ASSURANCE BY ESTABLISHING FEMALE FRIENDS OF SAME AGE

A significant difference was determined with this finding: 61% of the younger women students felt they ALWAYS felt assured by establishing friends of their same age. The smallest percentage, 33%, of the older women students felt they ALWAYS gained assurance by establishing female friends of the same age, while 41% of the middle-aged students cited that they ALWAYS wanted friends of the same age.

ITEM 31: GAIN ASSURANCE BY ESTABLISHING FEMALE FRIENDS OF OTHER AGES

A significant difference was determined with this finding: a larger percentage (44%) of the younger women ALWAYS felt assured by having friends, this time friends of various ages. 14% of the middle-aged women ALWAYS enjoyed friends of a younger age while 25% ALWAYS enjoyed friends older than they. 25% of the older women ALWAYS enjoyed friends of various ages. The SOMETIMES response was used most frequently (51% to 69% of the time).

ITEM 36: "RIGHT CHOICE" MADE IN PURSUING COLLEGE EDUCATION

No significant difference was determined as all ages, with overwhelming percentages (76% to 83%) ALWAYS responded that they had made the right choice in pursuing their college education. The 76% response indicated the younger women students, the older women students had a 79% response, and the middle-aged women cited the 83% response percentage.

ITEM 45: FEEL "GOOD" ABOUT SELF -- INSIDE AND OUTSIDE OF CLASSROOM

No significant difference was determined as all ages responded very positively (from 55% to 83%) that they ALWAYS felt good about themselves, inside and outside of the classroom. The middle-aged women had the 55% ALWAYS response while both the older and younger women seemed more

positive, with 69% and 83% responses respectively.

Research Question #2: INTELLIGENCE

Two individual opinion items were included concerning differences in feelings of intelligence based on age.

ITEM 7: EMBARRASSMENT FELT WHEN WOMEN STUDENTS OF SAME AGE APPEAR MORE INTELLIGENT THAN SELF

No significant difference was determined as all ages of women, (quite proportionately), either NEVER or SOMETIMES felt embarrassed by the intelligence of their peers. Greater percentages of the women students of all ages (53% to 58%) responded that they NEVER felt embarrassed while 41% to 43% of the women students SOMETIMES felt embarrassed by the intelligence of their peers. The NEVER responses ranged from 53% of the older women, to 54% of the younger, to 58% of the middle-aged stating this response. The SOMETIMES range was 41% for the middle-aged, 42% younger, and the 43% response was from the older.

ITEM 8: EMBARRASSMENT FELT WHEN WOMEN STUDENTS OF OTHER AGES APPEAR MORE INTELLIGENT THAN SELF

No significant difference was determined as all ages of women students responded that they NEVER felt embarrassed by others of various ages appearing more intelligent than themselves. Again, greater percentages of the women (64% younger, 60% middle-aged, and 53% older) responded that they NEVER felt embarrassed while 35% of the younger, 41% of the middle-aged, and 43% of the older responded that they SOMETIMES felt embarrassed by other women students of different ages appearing more intelligent.

Research Question #3: EDUCATIONAL GOALS

Two individual opinion items were included concerning the differences in educational goals based on age.

ITEM 32: MORE EDUCATIONAL DIFFICULTIES FACED BY THE YOUNG THAN THE OLDER WOMEN STUDENTS

No significant difference was determined as all ages (41% to 53%) seemed to feel that SOMETIMES this was true. The older women students were the strongest (53%) in indicating this was NEVER true while 11% of the middle aged women students felt that this was ALWAYS true.

ITEM 33: MORE EDUCATIONAL DIFFICULTIES FACED BY THE OLDER THAN THE YOUNGER FEMALE STUDENTS

No significant difference was determined as again all ages (66% to 75%) seemed to believe that SOMETIMES this was true. The responses were so proportionate that no more than 9% of the responses separated the ages. These proportionate figures are shown by the 66% SOMETIMES response stated by the older women; 67% response was stated by the middle-aged students and a 75% response was stated by the younger women students.

Research Question #4: COMPETITIVENESS

Eight individual opinion items were included concerning the differences existent in the degree of competitiveness based on age.

ITEM 11: FEARFUL IN COMPETING FOR GRADES WITH WOMEN STUDENTS OF OWN AGE

No significant difference was determined as the women students of all ages NEVER seemed to fear grades of students of their own age. 75% of the older women students felt they NEVER did while 50% of the younger women students felt they NEVER did. Approximately 70% of the middle-aged students NEVER were fearful competing for grades with their peers. The younger students expressed that 40% of the time they SOMETIMES were fearful in competing, compared to only 27% expressed by the middle-aged and 23% by the older women students.

ITEM 12: FEARFUL IN COMPETING FOR GRADES WITH WOMEN STUDENTS OF OTHER AGES

A significant difference was determined with this finding: 89% of the older women students stated they NEVER felt fearful in competing with the other ages of women students while only 59% of the younger students stated they NEVER felt fearful, while 32% SOMETIMES felt fearful and approximately 8% ALWAYS felt fearful in competing for grades with the other different ages of women students. This 32% and 8% compare to the older women who SOMETIMES felt fearful 10% of the time and who never ALWAYS were fearful. The middle-aged students were NEVER fearful 65% of the time and were SOMETIMES fearful 30% of the time.

ITEM 13: FEEL REGULAR CLASS ATTENDANCE IMPORTANT FOR GRADES

No significant difference was determined as all the women students very emphatically indicated that attendance ALWAYS was important. From 79% to 89% of the women responded accordingly with the 79% from the younger women and the 89% from the older women. The middle-aged women responded that attendance was ALWAYS important to 81% of them.

ITEM 14: FEEL OTHER AGES RECEIVE SPECIAL PRIVILEGES REGARDING ATTENDANCE

A significant difference was determined with this finding: 57% of the younger students believed this was NEVER true which 84% of the older students believed it was NEVER true. The younger students (37%) felt SOMETIMES this was existent while 34% of the middle-aged women thought that special privileges were granted to the older students. Only 15% of the older students felt that this SOMETIMES occurred.

ITEM 15: FEEL RESPONDENT RECEIVES HIGHER GRADES EASIER THAN OTHERS

No significant difference was determined as all ages seemed to feel that this NEVER occurred, especially the younger with 61% and older

aged women with 64% response. However, 58% of the middle-aged women felt this **SOMETIMES** occurred, especially in reference to the older students, while only approximately one-third (39% of the younger and 33% of the older) of the other women students believed this **SOMETIMES** occurs.

ITEM 16: FEEL OTHER AGES RECEIVE HIGHER GRADES MORE EASILY THAN RESPONDENT

No significant difference was determined as all ages proportionally felt that this either **NEVER** or **SOMETIMES** occurred. 40% to 50% of all ages of the women responded accordingly, but 12% of the older women responded that this **ALWAYS** occurred while only 1.5% of the younger believed this **ALWAYS** occurred. 7% of the middle-aged students believed the younger students received grades easier, while only 2% felt the older women did.

ITEM 17: GRADES EVENLY DISTRIBUTED AMONG ANY AGE

No significant difference was determined as all ages (48% to 69%) responded that grades were **ALWAYS** evenly distributed. The 48% of respondents included the middle-aged women students; 57% of the younger women believed grades were evenly distributed among any age.

ITEM 19: OTHER AGES DOMINATE CLASS TIME

A significant difference was determined with this finding: 58% of the older students felt this **NEVER** occurred. 62% of the middle-aged students believed the younger students **SOMETIMES** dominated class time, while 53% believed the older students **SOMETIMES** dominated class time. 21% of the younger students believed that the older ages of students **ALWAYS** dominated class time, while 10% of the older students felt the younger students **ALWAYS** dominated.

Research Question #5: FEELINGS OF FAMILY

Four individual opinion items were included concerning the feelings of the family concerning the educational attainments of the women students.

ITEM 38: PRESSURE FELT FROM FAMILY CONCERNING COLLEGE ENROLLMENT

No significant difference was determined as the women students very proportionately (40% to 44%) responded that this NEVER occurred and the women, as proportionately, (43% to 46%) felt that SOMETIMES the family exerted pressure concerning their college enrollment. The middle-aged students, with only 9%, responded that the family ALWAYS exerted pressure, while 15% of the younger women felt that they ALWAYS received pressure from the family, while 12% of the older women ALWAYS felt pressured about their college entry.

ITEM 39: PRESSURE FELT FROM HUSBAND CONCERNING COLLEGE ENROLLMENT

No significant difference was determined as the women students very proportionately (53% to 57%) felt this NEVER occurred; 31% to 37% believed that SOMETIMES they felt pressure from their husband and 8% to 10% of the women students felt that they ALWAYS felt pressured by their husband. The 31% of SOMETIMES responses included the younger women, while the older women had a 36% response and the 37% response was the older women. The NEVER response was stated by 8% of the middle-aged women while both 10% of the younger and older women ALWAYS felt pressured.

ITEM 40: RESENTMENT FELT FROM FAMILY CONCERNING COLLEGE ENROLLMENT

A significant difference was determined with this finding: 78% of the younger women felt this NEVER occurred while 44% of the middle-aged students believed that SOMETIMES their families did express resentment toward their college enrollment. Approximately 8% of the older women stated their families ALWAYS felt resentment from their families, compared

to only 1% of the younger women and none of the middle-aged women who ever felt resentment.

ITEM 41: RESENTMENT FELT FROM HUSBAND CONCERNING COLLEGE ENROLLMENT

No significant difference was determined as the women expressed 60% to 78% NEVER responses concerning resentment from their husband. The older women students (the 60% finding) had the highest percentage of SOMETIMES as a response concerning their husbands' feelings of resentment. This 10% contrasted with a 0% of husband resentment expressed by the younger women students.

Research Question #6: TREATMENT OF WOMEN STUDENTS

Seven individual opinion items were included concerning the perceived differences existent in the treatment of women students based on age.

ITEM 18: PROFESSORS LISTEN MORE ATTENTIVELY TO WOMEN STUDENTS OF DIFFERENT AGES

A significant difference was determined with these findings: only 32% of the younger women students stated that NEVER did they feel a difference in the professor while 60% of the middle-aged students and 58% of the older students expressed the NEVER response. 58% of the younger students thought that SOMETIMES the professors listened more attentively to others while the middle-aged students expressed a 35% SOMETIMES and the older students a 41% SOMETIMES response and none of the older women students expressed that professors ALWAYS listen to other ages of students. This contrasts with the 9% ALWAYS response from the younger students and a 5% response from the middle-aged students.

ITEM 21: WOMEN STUDENTS OF SOME AGES OVERDO HOMEWORK ASSIGNMENTS

A significant difference was determined with these findings: only 30% of the younger students felt this "overdoing" NEVER occurred, while

59% of the older women students felt this NEVER occurred. The younger and middle-aged students responded with 12% and 13% respectively that this ALWAYS occurred, while only 5% of the older women felt homework was ALWAYS overdone.

ITEM 25: FEEL 'LEFT OUT' OF STUDENT ACTIVITIES DUE TO AGE

A significant difference was determined with this finding: 87.5% of the younger women students NEVER felt left out due to age, while only 65% of the older women students NEVER felt left out. Twice as many older women students (25%) as younger women students (12.5%) responded that SOMETIMES they felt left out. None of the younger students ALWAYS felt left out while 10% of the older women students ALWAYS felt left out of student activities due to their age.

ITEM 28: FEEL COMFORTABLE SPENDING TIME IN STUDENT CENTER

No significant difference was determined as all ages seemed to respond very positively that either SOMETIMES or ALWAYS they could spend time comfortably in the student center. From 32% of the middle-aged students to 53% of the younger students SOMETIMES felt comfortable in the student center while 43%, 55% and 51% of the younger, middle-aged and older aged students ALWAYS felt comfortable in the student center.

ITEM 29: FEEL CLUBS AND ORGANIZATIONS MAKE SPECIAL ALLOWANCES FOR OLDER WOMEN STUDENTS

No significant difference was determined as all the women students seemed to respond that they did not feel special allowances were made. 70% of the younger women students and 62% of the older women responded that NEVER did they feel special allowances were made while, interestingly, 48% of the older women responded that NEVER or "SOMETIMES did they think special allowances were made.

ITEM 34: FEEL MAJORITY OF CLASSES AND ACTIVITIES ARE FAIR TO WOMEN STUDENTS

A significant difference was determined with this finding: 7% of the middle-aged women students, in comparison with 0% of the younger and 2% of the older, believed that NEVER were the classes and activities fair to women students of varying ages. 77% of the older women, in relation to 55% of the middle-aged students and 62% of the younger students, believed that the educational classes and activities are ALWAYS fair to women students of any age.

ITEM 35: FEEL MAJORITY OF CLUBS AND ORGANIZATIONS SUPPORTIVE OF WOMEN STUDENTS OF ANY AGE

No significant difference was determined as the women students responded very positively that the organizations supported the women, especially the younger women who responded with 60% ALWAYS response and the older women with 77% ALWAYS responses. 54% of the middle-aged women believed that the academic organizations were ALWAYS supportive.

Research Question #7: TIME COMMITMENT

Six individual opinion items were included concerning the differences existent in the amount of time necessary for women's educational attainments based on age.

ITEM 9: RESPONDENT HAS MORE TIME FOR STUDIES THAN OTHER AGES

No significant difference was determined as all ages seemed to feel that they did not have any more study time than any other age. The NEVER response was listed greatest by the older women students with 59%, 44% for the middle-aged students and 40% for the younger students. Interestingly, the younger aged women students stated SOMETIMES 55% of the time, 40% of the time for the middle-aged students and only 36% of the older students

stated the **SOMETIMES** response.

ITEM 10: RESPONDENT HAS LESS TIME FOR STUDIES THAN OTHER AGES

No significant difference was determined as all ages of women students seemed to respond quite heavily with the **SOMETIMES** choice as 74% of the middle-aged students stated that **SOMETIMES** they had less time; 65% of the younger women stated **SOMETIMES** and 53% of the older women stated that **SOMETIMES** they had less time for studies than any other age.

ITEM 20: FEEL OTHER AGES HAVE MORE TIME FOR OUTSIDE ASSIGNMENTS

A significant difference was determined with these findings: only 4% of the middle-aged women students felt that **NEVER** did the younger students have more time, while 14% believed the older students **NEVER** had more time. 28% of the younger and older felt **NEVER** did others have more time. The **SOMETIMES** response was very favorable with 65% of the younger students responding accordingly; 67% and 81% of the middle-aged students feeling the younger and older students, respectively, **SOMETIMES** have more time, and 43% of the older women students felt **SOMETIMES** others had more time. Only 6% of the younger students felt other ages **ALWAYS** had more time for outside assignments while 28% of the older women students **ALWAYS** felt others had more time.

ITEM 37: FEEL GUILTY TAKING TIME AWAY FROM HOME/FAMILY FOR EDUCATION

A significant difference was determined with these findings: 61% of the younger students **NEVER** felt guilty taking time for educational pursuits and only 27% of the middle-aged students **NEVER** felt guilty with 48% of the older women stating **NEVER**. From 35% (the younger students) to 43% (the older students) to 53% (the middle-aged students) stated that **SOMETIMES** they felt guilty. 18.6% of the middle-aged students **ALWAYS** felt guilty taking time away from their families for educational pursuits,

while only 3% of the younger students and 7% of the older students ever felt guilty.

ITEM 43: FEEL GUILTY REGARDING TIME COMMITMENT NECESSARY FOR EDUCATION

A significant difference was determined with these findings: both the younger and older women students responded with 51% results that they NEVER felt guilty in their time commitment while only 25% of the middle-aged women SOMETIMES feel guilty in comparison with 45% of the younger and 43% of the older women SOMETIMES feeling guilty. 14% of these middle-aged women ALWAYS feel guilty in their time commitment necessary for their educational pursuits, while only 3% of the younger and 5% of the older women students ALWAYS feel guilty.

ITEM 44: FEEL 'RUSHED' IN NON-ACADEMIC COMMITMENTS AND RESPONSIBILITIES

No significant difference was determined as all the ages quite proportionately responded that SOMETIMES they felt rushed. 67% of the younger, 58% of the middle-aged and 46% of the older aged women students SOMETIMES felt rushed while 12% of the younger, and 30% of both the middle and older-aged women students ALWAYS felt rushed in their non-academic commitments and responsibilities.

Research Question #8: MONETARY COMMITMENT NECESSARY FOR EDUCATIONAL PURSUIT

Only one individual opinion item was included concerning the amount of money necessary for educational attainments.

ITEM 42: FEEL GUILTY SPENDING MONEY ON EDUCATIONAL NEEDS

No significant difference was determined concerning the only question involving monetary commitments. Great percentages of the women seemed to believe that they NEVER felt guilty concerning money. 65% of the younger, 58% of the middle-aged students and 71% of the older women students NEVER

felt guilty. 29% of the younger, 32% of the middle-aged and 23% of the older women students SOMETIMES felt guilty spending money on educational needs. Only 4% of the younger and 5% of the older ALWAYS felt guilty, while 9% of the middle-aged students ALWAYS felt guilty spending money on educational attainments.

Summary of the Data Analyses

From the results of the chi-square calculations performed for each of the forty-five opinion items, sixteen of the chi-square values showed significant differences in the opinions of the women students based on age. The sixteen items which showed differences are explained in areas corresponding to the eight basic research questions.

AREA I: SELF-CONCEPT

Fifteen separate opinion items were included. The five that showed significant differences were:

I.A. Confidence Level upon Entry to College (Item 1)

Age did seem to be a factor for the younger women seemed to either SOMETIMES (62.5%) or ALWAYS (37.5%) be confident upon entry to college while the middle-aged women seemed more apprehensive as approximately 14% of them were NEVER confident upon entry. Even the older women seemed more confident as there was only a 2% indication that they were NEVER confident upon entry and a 69% that SOMETIMES they were confident upon entry.

I.B. Comfortable with Students of Other Ages (Item 4)

Age seemed to be a factor for the younger students did not appear to be as comfortable with their older-age counterparts as did the middle and older-aged women students. Only 28% of the younger students

ALWAYS felt comfortable with various ages of students while 51% of the middle-aged students ALWAYS enjoyed the younger students and 67% enjoyed the older students as well in the classroom. 54% of the older women ALWAYS felt comfortable with their female classmates of various ages.

I.C. Personal Awareness of Ages When Becoming Involved (Item 24)

Age seemed to be a factor as the younger women, approximately twice as frequently, noticed the age of the women students when becoming involved in educational activities. Again, in more than a two to one ratio, the older women students NEVER noticed age in relation to the younger women students. The middle-aged women would SOMETIMES notice age but it was cited in only 14% of the time as ALWAYS a factor in involvement.

I.D. Assurance Gained by Establishing Female Friends of the Same Age (Item 30)

Age seemed to be a factor as the younger women student, approximately twice as often, ALWAYS sought friends to gain assurance in relation to the older women students. The middle-aged students very frequently cited that SOMETIMES they gained assurance by establishing friends of the same age.

I.E. Assurance Gained by Establishing Female Friends of Other Ages (Item 31)

Age again seemed to be a factor in the establishment of friends for the younger women almost half of the time cited that they ALWAYS enjoyed friends of various ages as well. Approximately one-fourth of the time did the middle and older-aged women respond that they ALWAYS needed friends of various ages.

AREA II: INTELLIGENCE

Neither of the two was showed a significant difference as the responses of the women students of all ages seemed quite positive, indicating that the

women did not feel embarrassed by the intelligence levels of others.

AREA III: EDUCATIONAL GOALS

Neither of the two areas showed a significant difference indicating that the women students did not feel educational difficulties differed from age to age. They seemed to respond that "some" educational difficulties were encountered by all ages in the pursuit of their educational goals.

AREA IV: COMPETITIVENESS

Eight individual opinion items were included. The three that showed significant differences were:

IV.A. Competition for Grades with Women Student of Other Ages (Item 12)

Age seemed to be a factor as the older women appeared much more confident with a bold 89% responding that they NEVER feared competing with other ages. The middle-aged students, approximately two-thirds of them, were not fearful in competing for grades with women students of other ages. None of the older women students expressed that they were ALWAYS fearful of others, while 8% of the younger students felt this competitive.

IV.B. Special Privileges Attained by Some Ages (Item 14)

Age seemed to be a factor, for although the majority of the women (57% younger, 69% and 62% middle-aged and 84% older) believed this NEVER occurred, it is interesting to note a 27% difference between the younger and older women students 69% of the middle-aged students believed that special privileges were not attained by the younger while 62% believed that older women students did not receive special privileges. A difference of 4% again exists between the middle-aged women who SOMETIMES believe the younger students receive special privileges (30%) and the middle-aged

women (34%) who believe special privileges are received by the older students. Never did the older students respond that they ALWAYS received special privileges, while 4.7% of the younger students believed the older women ALWAYS received special privileges and 2.3% of the middle-aged students believed the same for the older students only.

IV.C. Class Time Dominated by Some Ages (Item 19)

Age seemed to be a factor for approximately 59% of the older women students believed this NEVER occurred, while only about one-third of the number of younger women believed this NEVER happened. Twice as many younger women students, (22%), believed that other ages ALWAYS dominated than the older women, (10%), who believed the younger women dominated. The middle-aged women believed this SOMETIMES occurred in relation to both the younger and older women students, though they believed in slightly larger percentages that the older women were favored. With age as the central factor, the responses seemed to indicate that the older women students would SOMETIMES dominate class time.

AREA V: FAMILY

Four individual opinion items were included. The one that indicated the significant difference was:

V.A. Family Resentment (Item 40)

Although the women students who were married did not feel pressure or resentment from their husbands concerning their enrollment in college, the women did feel resentment from their families concerning their college enrollment and age did seem to be a factor. A large majority of the younger women (78%) NEVER felt resentment whereas the middle-aged and older women showed 55% and 53% of NEVER responses, respectively.

Approximately eight times as many older women as younger women ALWAYS perceived resentment from their families concerning their college enrollment. None of the middle-aged women indicated they ALWAYS felt resentment from family, although approximately 45% of them SOMETIMES felt the resentment.

AREA VI: TREATMENT OF STUDENTS

Seven individual opinion items were included. The four that showed significant differences were:

VI.A. Professors Listen More Attentively (Item 18)

Age did seem to be a factor as the younger women students seemed to believe this happened more frequently than the older women. Twice as many older women students as younger women believed this NEVER occurred, while ten times more of the younger women than the older women students believed this ALWAYS happened. Only approximately 5% of the middle-aged women students felt the professors listened more attentively to the younger or older women.

VI.B. Performance of Homework (Item 21)

Age seemed to be a factor as the younger and older women students seemed to contrast sharply in their estimations of homework performance. Only 30% of the younger women believed this NEVER occurred while approximately 59% (almost twice as many) of the older women believed some ages NEVER overdid homework assignments. The middle-aged women seemed to believe that the younger, not the older, women students would NEVER overdo homework. 28% of the middle-aged women believed that younger women would overdo homework, and 14% of these same women believed the younger women would ALWAYS overdo homework. As a comparison to the older women students,

seven out of ten of the middle-aged women believed older women students would NEVER overdo their homework assignments and none of the middle-aged women students believed that the older women would ALWAYS overdo homework assignments.

VI.C. Left Out of Student Activities (Item 25)

Age seemed to be a factor as the younger students did not, according to their response percentages, feel left out because of their age. 87.5% of the younger students NEVER felt left out and they had no indications of ALWAYS feeling left out. 10% of the older women ALWAYS felt left out of student activities due to their age and though 65% indicated they NEVER felt left out, this is still 22.5% less than the younger students. The middle-aged students fell in the range exactly between the younger and older women students.

VI.D. Fairness of Classes and Activities (Item 34)

Age seemed to be a factor as the middle-aged women did not believe the majority of classes and activities were fair to the women students as strongly as did the younger and older women students. 7% of the middle-aged students indicated that NEVER did they feel that the academic classes and activities were fair in comparison to none of the younger women who so responded and the 2.5% of older women. The older women seemed to believe that the classes and activities were fair for 77% of them indicated they ALWAYS believed in the fairness while 62.5% of the younger women indicated the ALWAYS response and 56% of the middle-aged indicated the ALWAYS response.

AREA VII: TIME COMMITMENT

Six individual opinion items were included. The three that showed significant differences were:

VII.A. Time for Outside Assignments (Item 20)

Age seemed to be a factor as the older women seemed to believe that the younger ages had more time for outside assignments. Four times more older women students, than the younger, seemed to believe other ages of women ALWAYS had more time for outside assignments. The middle-aged students (28% of them) indicated that they believed the younger women had more time for academic assignments while only approximately 5% believed the older women ALWAYS had more time for outside assignments.

VII.B. Time Away From Home/Family (Item 37)

Age seemed to be a factor as the middle-aged women responded that greater percentages of them than the younger or older women felt guilty taking time from their homes/families for their educational pursuits. Approximately 19% of the middle-aged women ALWAYS felt guilty in comparison with only 3% of the younger women and 7% of the older women. A majority of younger women (60.9%) indicated that they NEVER felt guilty taking time away from home/family in comparison with 28% of middle-aged and 48% of the older women who NEVER felt guilty leaving home/family for their educational pursuits.

VII.C. Total Time Commitment (Item 43)

Age seemed to be a factor as again the middle-aged women seemed to feel guilty concerning their time commitment necessary for their educational efforts. Half as many middle-aged women NEVER felt guilty concerning the time commitment necessary as the younger and older women students. 14% of the middle-aged women students ALWAYS felt guilty while just 3% of the younger women and 5% of the older women ALWAYS felt guilty concerning the necessary time commitment.

AREA VIII: MONETARY COMMITMENT

Only one individual opinion item was included concerning the amount of money necessary for the women students' educational needs. A significant difference was not indicated as a majority of all ages NEVER felt guilty in the necessary monetary commitment. However, the middle-aged women students were more reserved as they indicated more of the SOMETIMES response and 9% of them indicated that they ALWAYS felt guilty concerning the monetary commitment.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The problem of this research was to explore the opinions of the traditional and nontraditional female students as expressed among and toward each other in a selected postsecondary educational institution.

The eight basic research questions were:

Research Question #1: Are there differences existent in the self-concept of women students based on age?

Research Question #2: Are there differences existent in women students' feelings of their intelligence based on age?

Research Question #3: Are there differences existent in the educational goals women students set based on age?

Research Question #4: Are there differences existent in the degree of competitiveness among women students based on age?

Research Question #5: Are there differences existent in the reported feelings expressed by the families of the subjects concerning educational attainments among the various ages of women students?

Research Question #6: Are there perceived differences existent in the treatment of women students based on age?

Research Question #7: Are there differences existent in the amount of time necessary for women students' educational attainments based on age?

Research Question #8: Are there differences existent in the amount of money necessary for women students' educational attainments based on age?

The data for the study were collected by the Demographic Background Information page and the Opinions of Self and Others Questionnaire. Both of the instruments were designed especially for use in this study.

Following a comprehensive literary search, the two instruments were developed, incorporating those concepts identified in the literature as being essential for women students' entry or reentry into the postsecondary classroom. To establish content validity, the opinions instrument was submitted to three college women students, one from each of the three age categories. They were selected because of their known expertise with wording and phrasing. As a pilot test, both instruments were completed by thirty women postsecondary students enrolled at El Reno Junior College. Ten women from each of the three age groups participated in the pilot test, for the total of thirty initial participants.

The instruments were administered to a sample of 149 postsecondary women students enrolled at the selected educational institution. Of the 149 women in the total sample, 146 of the respondents submitted usable questionnaires.

Reliability of the opinions instrument was established by submitting a second questionnaire to the thirty initial participants approximately two weeks after completion of the first questionnaire. The Pearson r

correlation test was used to determine the value of the reliability. The mean value of r was .318.

The statistical treatment applied to the data obtained from the 146 questionnaires included the usage of the chi-square tests for the frequency distribution. The .05 level of significance was the criterion used for a significant difference being established for the forty-five individual opinion items, all of which were in reference to the eight basic research questions.

The results of the chi-square computation led to significant differences in opinions among the various ages of college women students. Among the sixteen questions from the forty-five question questionnaire which caused significant differences, those that related to the greatest extent to the "YOUNGER" (ages 18-24) women students were:

Self-Concept

1. (Item 1) The confidence level of the younger women upon entry to college appeared to be the highest of the three age groupings. The middle-aged students seemed to lack that level of confidence upon entry that the other two age groupings possessed.
2. (Item 24) The younger women students were very aware of age differences in their classes and involvement in the college offerings. Twice as often as the older women, would the younger students notice the ages involved.
3. (Item 30) The establishment of female friends of the same age was most important to the younger women students. They seemed to always enjoy these friendships in greater percentages than the older ages.

4. (Item 31) The establishment of friends of different ages, as well, was important to these same younger women students.

Competitiveness

5. (Item 19) A domination of class time by the older students was perceived by the younger students. Twice as many younger as older women believed this was occurring.

Treatment

6. (Item 18) Ten times more younger women students than older women believed that professors did listen to some ages of women students more so than other ages. This percentage amount referred to the professors always listening more attentively to some ages, not just sometimes.

Among the significant difference items, those that related to the greatest extent to the "MIDDLE-AGED" (ages 25-34) women students were:

Self-Concept

1. (Item 4) The middle-aged and older women students appeared, in great percentages to feel comfortable surrounded, in their academic environments, by women students of various ages, rather than just their peers of the same age.

Competitiveness

2. (Item 14) The middle-aged women students believed that special privileges were granted to some of the women students because of their age. In approximately equal percentages, they believed that both the younger and older women students were granted special privileges.

Treatment

3. (Item 21) The middle-aged students believed that homework assignments were being overdone by both the younger and older women students.

Time Commitment

4. (Item 20) The middle-aged women students believed that both the younger and older women had more time for outside assignments than they did. They indicated that the younger women students would have more time than the older women students.
5. (Item 37) The middle-aged women students felt guilty taking time from their homes/families for their academic interests. Approximately one out of five of these women would always feel guilty concerning their educational time commitments.
6. (Item 43) The middle-aged women students again cited the total time commitment necessary for their educational pursuits as a source of guilt.

Among the significant difference items, those that related to the greatest extent to the "OLDER" (ages 35 and beyond) women students were:

Self-Concept

1. (Item 4) The older ages of the women students appeared to be more comfortable in an academic setting that included women students of various ages. They, unlike the younger students, seemed to be comfortable in this type of educational surroundings.
2. (Item 24) The older women students were not half as conscious of women students' ages when becoming involved in their classes and their general educational involvement.

Competitiveness

3. (Item 12) The older women students appeared very confident in competing for grades with the other ages of women students. A great percentage never feared the competition for grades.

4. (Item 19) The older women students did not believe that class time was dominated by some ages of students. The younger students were not necessarily in agreement.

Family

5. (Item 40) The older women sensed a resentment from their families concerning their academic interests and educational pursuits. Approximately eight times more older women sensed family resentment than the younger women students.

Treatment

6. (Item 18) The older women students did not believe that professors listened more attentively to some ages of women students more than others.
7. (Item 25) Though not in large percentages, the older women students would feel left out of campus activities due to their age.

Time Commitment

8. (Item 20) The older women students believed the younger students had more time for their outside homework assignments. The younger students referred to could be any in the range of 18 through 34; it did not just include the age breakdown for the "YOUNG" as used in the study.

Conclusions

From the study, several conclusions were drawn concerning the opinions of the postsecondary women students among the three age categories.

First, of the eight general areas of concern in the basic research questions, significant differences in opinions were held among the ages of women students in relation to the following: Self-Concept, Competitiveness,

Family, Treatment of Students, and Time Commitment.

Second, age did prove to be a factor of consideration concerning the opinions of the women students. How much of a factor age could be cannot be concluded from one study, but just an awareness of the different ages of women students in a postsecondary environment seems important.

Third, the results of the study indicated that differences in opinions among the women students cannot be predicted or assumed. Some of the findings seemed contrary to what a person would have imagined or predicted.

Fourth, the uniqueness of each of the age groupings seems very important as every age of women students and every student within that age category have something to contribute to the postsecondary educational environment.

Fifth, the women students of all the age groupings seemed to want to be in the academic setting, proving that although age may be a factor, it is not a restrictor.

Recommendations

In view of the fact that age did prove to be a factor in relation to the differing opinions of the women students, certain general recommendations based on the literature reviewed, and the study findings may be made:

- (1) The extent of age as a factor among postsecondary women students needs to be further examined. One study cannot be used as general information applicable to all postsecondary women students.
- (2) More extensive general studies of women students in relation to other women students need to be conducted and examined for a lack of information exists concerning college women students themselves. Studies

have examined male and female students in the postsecondary classroom, but few have focused on women students in relation to other women students.

- (3) Further investigative studies could be conducted concerning women students' opinions of themselves during the three general stages of educational pursuits: enrollment, attendance, and completion of class work, with the age of the student being a central concern.
- (4) The families of college women students could be studied for the study indicated very different feelings of families concerning the wife/mother's role in the educational process.
- (5) A refinement of the "Opinions of Self and Others Questionnaire" could be undertaken to more accurately determine the positive and negative opinions women students hold of themselves and each other.

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APPENDIXES

APPENDIX A

MATERIALS UTILIZED FOR
PLANNING QUESTIONNAIRE

EL RENO JUNIOR COLLEGE

El Reno, Oklahoma

M E M O R A N D U M

TO: Communicative Arts (Eng. Comp. II Instructors) Faculty
FROM: Juanita Krittenbrink
DATE: February 22, 1982
SUBJECT: Women Students Questionnaire

Colleagues, I need your assistance. Could you please fill in the following information for me so I can most efficiently run my Questionnaire to all the women who qualify in our English Composition II classes--day and evening.

Questionnaire Schedule

<u>Instructor</u>	<u>Days</u>	<u>Time</u>	<u>Portion of Hour</u>	<u>Place</u>	<u>Number of Questionnaires Needed</u>
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Thanks so much.

Juanita.

EL RENO JUNIOR COLLEGE

M E M O R A N D U M

TO: DIVISIONAL CHAIRPERSONS SUBJECT: WOMEN STUDENTS QUESTIONNAIRE
FROM: Juanita Krittenbrink DATE: April 5, 1982

I need to again ask a favor of you. Could you please choose 1 or 2 classes from within your division to answer a questionnaire I'm using on my Doctoral studies concerning women's opinions of each other based on age. I particularly need classes with the age breakdowns of 25-34 years and 35 years and beyond. I should like to run this survey during this week if you could allow me to visit the class(es); the questionnaire takes only 10-15 minutes to respond to it. I will survey all the women students in the class, but I should particularly like for you to choose a class in which there are the older women students. THANKS!

Could you please fill in the following form concerning the needed information:

INSTRUCTOR	CLASS	MEETING TIME	MEETING PLACE	NO. OF STUDENTS IN THESE AGES: 18-24, 25-34, 35+
_____	_____	_____	_____	_____

THANK YOU AGAIN. I will try to start running the surveys Tuesday, April 6, if I have any classes scheduled at that time. You could also let me know if you wish me to interrupt during the first or last of the hour. I'll try to interrupt quickly and sweetly!

Juanita Krittenbrink

EL RENO JUNIOR COLLEGE

M E M O R A N D U M

TO: DIVISIONAL CHAIRPERSONS SUBJECT: GRATITUDE!!!
FROM: Juanita K. DATE: April 13, 1982

Following the plea for HELP, let me also extend to each of you my cry of THANKS for your help in my attaining the number of students I needed for my questionnaire. Thanks so much. When the time arrives, I shall be glad to share my survey results with you.

THANKS!!!

Juanita K.

OPINONS OF SELF AND OTHERS

PLEASE DO NOT PLACE NAME ON QUESTIONNAIRE. IF NAME APPEARS, THE RESPONSE WILL BE REJECTED BECAUSE OF CONFIDENTIALITY REASONS.

Questionnaire for Women Students of Ages:

(18-24 years old)

DIRECTIONS: Please circle one of the three responses (four when necessary) that is most representative of your own personal opinion. There is no right or wrong response. Please do not skip questions. Your participation is very much appreciated to help me proceed with my Doctoral Degree.

1. I felt confident of my classroom abilities as compared with other ages of women students when I first entered college.

NEVER	SELDOM	ALWAYS
-------	--------	--------
2. I feel confident of my classroom abilities as compared with other ages of women students now.

NEVER	SELDOM	ALWAYS
-------	--------	--------
3. I feel comfortable with women students of approximately my own age.

NEVER	SELDOM	ALWAYS
-------	--------	--------
4. I feel comfortable with women students older than I am.

NEVER	SELDOM	ALWAYS
-------	--------	--------
5. I often feel pressure from women classmates of approximately my own age.

NEVER	SELDOM	ALWAYS
-------	--------	--------
6. I often feel pressure from women classmates older than I am.

NEVER	SELDOM	ALWAYS
-------	--------	--------
7. I feel embarrassed when another woman student my own age appears more intelligent in the classroom than I.

NEVER	SELDOM	ALWAYS
-------	--------	--------

8. I feel embarrassed when another woman student older than I appears more intelligent in the classroom than I.

NEVER SELDOM ALWAYS

9. I feel I have more time than other ages of women students to devote to my studies and preparation for class(es).

NEVER SELDOM ALWAYS

10. I feel I have less time than other ages of women students to devote to my studies and preparation for class(es).

NEVER SELDOM ALWAYS

11. I often feel fearful in competing for grades with women students of approximately my own age.

NEVER SELDOM ALWAYS

12. I often feel fearful in competing for grades with women students older than I am.

NEVER SELDOM ALWAYS

13. I feel that regular class attendance is important in receiving my grade(s).

NEVER SELDOM ALWAYS

14. I feel the older women students receive special privileges in regard to class attendance because of personal or family responsibilities.

NEVER SELDOM ALWAYS

15. I feel that I tend to receive higher grades more easily than the older women students do.

NEVER SELDOM ALWAYS

16. I feel the younger women students receive higher grades more easily than I do.

NEVER SELDOM ALWAYS

17. I feel grades are evenly distributed among all women students--of any age.
- NEVER SELDOM ALWAYS
18. I feel professors tend to listen more attentively to women students older than I am.
- NEVER SELDOM ALWAYS
19. I feel the older women students tend to dominate class time by extra discussion.
- NEVER SELDOM ALWAYS
20. I feel the older women students have more time for assignments to be completed outside class.
- NEVER SELDOM ALWAYS
21. I feel the older women students tend to overdo homework assignments and make them longer and more detailed than necessary.
- NEVER SELDOM ALWAYS
22. I feel uneasy speaking openly in class discussion in my class(es).
- NEVER SELDOM ALWAYS
23. I feel most comfortable in a classroom in which there exists a good mixture of all ages of women students together.
- NEVER SELDOM ALWAYS
24. I do not really even notice women student's ages when becoming involved in my class(es).
- NEVER SELDOM ALWAYS
25. I feel "left out" of student activities because of my age.
- NEVER SELDOM ALWAYS

26. I generally feel pleased with my physical appearance and manner of dress while attending class(es).
- NEVER SELDOM ALWAYS
27. I sometimes feel ridiculed on occasion by appearing "different" from the majority of women students.
- NEVER SELDOM ALWAYS
28. I feel comfortable spending time (when and if possible) in the student center.
- NEVER SELDOM ALWAYS
29. I feel the majority of the clubs and organizations make special allowances for the older women students.
- NEVER SELDOM ALWAYS
30. I gain assurance by establishing at least one good female friend of approximately my own age when possible.
- NEVER SELDOM ALWAYS
31. I gain assurance by establishing at least one good female friend older than I when possible.
- NEVER SELDOM ALWAYS
32. I feel that younger female students face more difficulties in reaching their educational goals than do older female students.
- NEVER SELDOM ALWAYS
33. I feel that older female students face more difficulties in reaching their educational goals than do younger female students.
- NEVER SELDOM ALWAYS
34. I feel that the majority of the educational classes and activities are fair to women students of any age in reaching their educational goals.
- NEVER SELDOM ALWAYS

35. I feel that the majority of the educational classes and activities are supportive of women students of any age in reaching their educational goals.

NEVER SELDOM ALWAYS

36. I feel that I made the "right choice" in pursuing my college education.

NEVER SELDOM ALWAYS

37. I feel guilty taking time away from my home and/or family in the pursuit of my education.

NEVER SELDOM ALWAYS

38. I often feel pressure from my family and/or friends regarding my enrollment in class(es).

NEVER SELDOM ALWAYS

39. I often feel pressure from my husband regarding my enrollment in class(es).

NEVER SELDOM ALWAYS

40. I often feel resentment from my family and/or friends regarding my enrollment in class(es).

NEVER SELDOM ALWAYS

41. I often feel resentment from my husband regarding my enrollment in class(es).

NEVER SELDOM ALWAYS

42. I often feel guilty regarding the money I spend on my educational needs.

NEVER SELDOM ALWAYS

43. I often feel guilty regarding the time commitment necessary in the pursuit of my educational goals.

NEVER SELDOM ALWAYS

44. I often feel "rushed" or "pushed" in my commitments and responsibilities outside my educational ones.

NEVER

SELDOM

ALWAYS

45. I feel "good" about myself as a woman--inside and outside the classroom.

NEVER

SELDOM

ALWAYS

THANKS!!!

RESEARCH QUESTIONS

1. Are there differences existent in the self-concept of women students based on age?
Questions #: 1, 2, 3, 4, 5, 6, 22, 23, 24, 26, 27, 30, 21, 36, 42
2. Are there differences existent in women students' feelings of their intelligence based on age?
Questions #: 7, 8
3. Are there differences existent in the educational goals women students set based on age?
Questions #: 32, 33
4. Are there differences existent in the degree of competitiveness among women students based on age?
Questions #: 11, 12, 13, 14, 15, 16, 17, 19
5. Are there differences existent in the reported feelings expressed by family members of the subjects concerning educational attainments among the various ages of women students?
Questions #: 38, 39, 40, 41
6. Are there perceived differences existent in the treatment of women students based on age?
Questions #: 18, 21, 25, 28, 29, 34, 35
7. Are there differences existent in the amount of time necessary for women students' educational attainments based on age?
Questions #: 9, 10, 20, 37, 43, 44
8. Are there differences existent in the amount of money necessary for women students' educational attainments based on age?
Question #: 42

APPENDIX B

MATERIALS UTILIZED FOR
PRESENTATION OF QUESTIONNAIRE

DIRECTIONS: Please check the selection that best supplies the information about your background. This information will be used for general statistical material and will not be revealed in any personal way; therefore, please do NOT place your name anywhere on the questionnaire form. THANKS!

AGE 18-24 25-34 35 and beyond

MARITAL STATUS: Single Married Divorced Widowed

NUMBER OF CHILDREN: 0 1 2 3 4 More

EMPLOYED OUTSIDE HOME: No Full-time Part-time

UNDERGRADUATE MAJOR: Agriculture Aviation Business
 Criminal Justice Education Fine Arts
 Language Arts Life Enrichment Mathe-
 matics Natural Sciences Nursing Phys-
 ical Education Political Science Pre-
 Professional Social Sciences Vocational
 Unknown, Undeclared Other or More than one

NUMBER OF COLLEGE CLASSES TAKEN PRIOR TO THIS SEMESTER WITHIN THE PAST 3 YEARS:

0 1 2-3 4-5 6 or more

PRIMARY REASON FOR ENTERING COLLEGE: Future Employment Self-
 Fulfillment Promotion or
 Advancement in Employment Uncer-
 tain Other

FUTURE CAREER PLANS: Full-time Homemaker Full-time Career Woman
 Combination of Homemaking and Career Ad-
 vanced Schooling Undecided Other

THANKS!

35. I feel that the majority of the educational classes and activities are supportive of women students of any age in reaching their educational goals.
- NEVER SOMETIMES ALWAYS
36. I feel that I made the "right choice" in pursuing my college education.
- NEVER SOMETIMES ALWAYS
37. I feel guilty taking time away from my home and/or family in the pursuit of my education.
- NEVER SOMETIMES ALWAYS
38. I feel pressure from my family and/or friends regarding my enrollment in class(es).
- NEVER SOMETIMES ALWAYS
39. I feel pressure from my husband regarding my enrollment in class(es).
- NEVER SOMETIMES ALWAYS NOT MARRIED
40. I feel resentment from my family and/or friends regarding my enrollment in class(es).
- NEVER SOMETIMES ALWAYS
41. I feel resentment from my husband regarding my enrollment in class(es).
- NEVER SOMETIMES ALWAYS NOT MARRIED
42. I feel guilty regarding the money I spend on my educational needs.
- NEVER SOMETIMES ALWAYS
43. I feel guilty regarding the time commitment necessary in the pursuit of my educational goals.
- NEVER SOMETIMES ALWAYS
44. I feel "rushed" or "pushed" in my commitments and responsibilities outside my educational ones.
- NEVER SOMETIMES ALWAYS
45. I feel "good" about myself as a woman--inside and outside the classroom.
- NEVER SOMETIMES ALWAYS

THANKS!!!

BACKGROUND INFORMATION

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EMPLOYED OUTSIDE HOME: No Full-time Part-time

UNDERGRADUATE MAJOR: Agriculture Aviation Business
 Criminal Justice Education Fine Arts
 Language Arts Life Enrichment Mathematics
 Natural Sciences Nursing Physical
 Education Political Science Pre-professional
 Social Sciences Vocational Unknown,
 Undeclared Other or More than One

NUMBER OF COLLEGE CLASSES TAKEN PRIOR TO THIS SEMESTER WITHIN THE PAST 3 YEARS:

0 1 2-3 4-5 6 or more

PRIMARY REASON FOR ENTERING COLLEGE: Future Employment Self-Fulfillment
 Promotion or Advancement in Employment
 Uncertain Other

FUTURE CAREER PLANS: Full-time Homemaker Full-time Career Woman
 Combination of Homemaking and Career

(THANKS!!!) Advanced Schooling Undecided Other

- b. I gain assurance by establishing at least one good female friend older than I when possible.

NEVER SOMETIMES ALWAYS

32. I feel that younger female students face more difficulties in reaching their educational goals than do older female students.

NEVER SOMETIMES ALWAYS

33. I feel that older female students face more difficulties in reaching their educational goals than do younger female students.

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 Criminal Justice Education Fine Arts
 Language Arts Life Enrichment Mathematics
 Natural Sciences Nursing Physical Education
 Political Science Pre-professional Social
 Sciences Vocational Unknown, Undeclared
 Other or More than One

NUMBER OF COLLEGE CLASSES TAKEN PRIOR TO THIS SEMESTER WITHIN THE PAST 3 YEARS:

0 1 2-3 4-5 6 or more

PRIMARY REASON FOR ENTERING COLLEGE: Future Employment Self-Fulfillment
 Promotion or Advancement in Employment
 Uncertain Other

FUTURE CAREER PLANS: Full-time Homemaker Full-time Career Woman
 Combination of Homemaking and Career Advanced
 Schooling Undecided Other

THANKS!!!

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43. I feel guilty regarding the time commitment necessary in the pursuit of educational goals.

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44. I feel "rushed" or "pushed" in my commitments and responsibilities outside my educational ones.

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45. I feel "good" about myself as a woman--inside and outside the classroom.

NEVER SOMETIMES ALWAYS

THANKS!!!