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GRADUATE COLLEGE

THE ROLE OF SUPPORT SYSTEMS IN THE EDUCATIONAL ATTAINMENT OF MATURE WOMEN

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

JOY REED

Norman, Oklahoma

1977

THE ROLE OF SUPPORT SYSTEMS IN THE EDUCATIONAL ATTAINMENT OF MATURE WOMEN

APPROVED BY:

DISSERTATION COMMITTEE

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A STUDY OF THE EFFECT OF SUPPORT SYSTEMS ON THE EDUCATIONAL ATTAINMENT OF MATURE WOMEN

CHAPTER I

INTRODUCTION

"There are a great number of economic and practical reasons for an intensified awareness of woman's position in the modern world."[1] The modern woman has been physically liberated with appliances which emancipate her in her role of housekeeper and with contraceptives which alter her role as childbearer. Heilbrun states that women's most persistent problem is to discover for themselves an identity which is not defined by attachment to a man.[2] There is a great discontent among women who, in living out their scripts, find that being is not the same as doing. "Life insists on being lived, and anything that belongs to one's life which is allowed to lie dormant has to be lived by someone else."[3] Science and technology have given women options for many different life styles, but women have historically been denied the opportunity to develop the skills to make discriminating choices.

Erickson, in his discription of the stages of the life cycle,

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[1]Erik H. Erikson, "Womanhood and Inner Space," from *Women and Analysis* edited by Jean Strouse, (New York: Grossman Publishers, 1974), p. 291.

[2]Carolyn Heilbrun, "The High Cost of Serenity," *Rockefeller Foundation Illustrated*, Vol. 3, No. 2, December 1976, p. 3.

[3]Irene Claremont de Castillejo, *Knowing Woman*, (New York: Harper & Row, Publishers, 1973), p. 41.

attributes the middle age stage as having the dimensions of generativity and self-absorption.[4] Women experiencing a mid-life crisis are often compelled either by their own dissatisfaction or by circumstances, to make choices which radically change their lives, or perhaps even worse, to make no choice at all. What does a women do when her fantasies fail to materialize, making her obsolete at 35? Many return to school. The Women's Bureau of the Department of Labor reports that there was more than a three-fold gain registered between 1960 and 1972 by women students 25 to 34 years old. The bureau states that previous enrollment counts of the Census Bureau were restricted to persons under 35 years of age because of the scarcity of older students. In 1972 there were 475,000 students who were 35 years and older. They speculate that this is probably a larger gain that the one by women students 25 to 34 years old. "Going back to school is an even more unusual phenomenon for the later group since so few mature women thought of this possibility even a decade ago.[5] Women are likely to complete only one to two years of college prior to marriage, interrupting their education during their childbearing years. Later as they attempt to resume that education, they become overwhelmed by the internal and external pressures they feel. During the Great Depression, the anthropologist Margaret Mead noted that a woman had two choices, either she proclaimed herself "a woman and therefore less an achieving individual, or an achieving individual and therefore less a woman."[6] Phyllis Chesler in her book *Women*

[4]Erik Erikson, *Childhood and Society*, (New York: W.W. Norton, 1950), p. 260.

[5]"Continuing Education for Women: Current Developments," Women's Bureau, Employment Standards Administration, U. S. Department of Labor, 1974.

[6]William H. Chafe, "Looking Backward in Order to Look Forward,"

and Madness explains that traditionally women have a more limited "role-sphere" than men and are allowed a smaller range of "acceptable behaviors."[7] The mass of social and economic forces that have come together in the 1970's have dramatically changed the role of American women. Lapota states that women must continue modifying their lives, much as the kaleidoscope changes in sequence, refining roles they already perform by adding or subtracting new elements.[8] Not only does the woman have to deal with her own persona in coping with change, but she must cope with the conflict which her new behavior creates. For with each of her roles as housekeeper, wife, mother, helpmate, sister, daughter or employee, comes relationships. Some of these relationships are important because in order to grow she must terminate them; some are important because she wants to maintain them. As a woman takes on new responsibilities, many of her relationships have to be renegotiated. In relationships where patterns of interacting have been established, new behavior will usually cause surprise, alarm, confusion and sometimes resistance. Working through these emotions is part of the renegotiation process.[9]

In order to succeed, most people need to be in a supportive environment. In most relationships the feminine role has always

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[7]Phyllis Chesler, *Women and Madness*, (New York: Avon Books, 1973), p. 39.

[8]Helena Znaniecki Lopata, *Occupation: Housewife*, (New York: Oxford University Press, 1971), p. 39.

[9]Barbara Benedict Bunker and Edith Whitfield Seashore, "Power Collusion; Intimacy-Sexuality; Support" in *Beyond Sex Role Stereotypes*, Alice G. Sargent (Ed.), (St. Paul, Minn.: West Publishing Co., 1975), p. 3.

been the supportive one. In some cases the woman is not psychologically equipped to think of her own desires and needs without some feelings of guilt. The feeling of inadequacy also plagues her as she attempts a new challenge.

Since the advent of the new feminist movement in 1963, and with the establishment of the Presidential Commission to study the status of women, much attention has been given to investigating the physical barriers such as child care facilities and lack of financial aid which have prevented the participation of women in higher education. Very little research has been conducted to determine what psychological and emotional barriers women encounter in continuing their education.

Background and Need for the Study

The number of women enrolling in institutions of higher learning almost doubled between 1964 and 1973.[10] An increment of this size warrants the attention of everyone. A society which is as complex as our post-industrial society needs to utilize all of its population in a productive manner. Women are a valuable resource. Since the "Movement" in the 60's, women have become increasingly aware of their changing roles and the opportunities which exist for their personal development. Educational institutions are faced with lagging enrollments, Mature women are a clientele which needs to be actively recruited and retained as students.

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[10]Helen S. Astin, "Achieving Educational Equity for Women," *NASPA Journal*, 1976, *14* (1), 14-24.

Westervelt states that the variables that account for the underrepresentation of women in postsecondary education are of the three fairly distinct types:

> (1) Policies and practices within educational institutions that actively discriminate against women or fail to encourage and support their entrance and/or continuance;
>
> (2) Social constraints in the life situations of many women which mitigate against their participation in educational programs; and
>
> (3) Psychological and social factors prevalent in our society that result, for some women, in negative attitudes and expectations about postsecondary education.[11]

Women can be said to be "other-directed" in social character in the manner of classification developed by Reisman. He states that, "this mode of keeping in touch with others permits a close behavioral conformity, not through drill in behavior itself, as in the tradition-directed character, but rather through an exceptional sensitivity to the actions and wishes of others."[12] A chart of these types adapted from Reisman by Bloom and Selznick is shown in Table I of this paper. Many women find their own needs and desires for education frustrated by the parameters of their traditional role as perceived by themselves and imposed by society. Others who overcome the effects of years of socialization and create alternative

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[11]Esther Manning Westervelt, *Barrier to Women's Participation in Post Secondary Education*, A Review of Research and Commentary as of 1973-74. Washington, D. C.: National Center for Educational Statistics. (ERIC Document Reproduction Service No. ED 111 256).

[12]David Reisman, *The Lonely Crowd*, (New Haven: Yale University Press, 1961), p. 17.

Table I. Socialization and Social Character.

Social Character	Who Socializes?	What Guides Behavior?	Psychological Mechanism of Conformity	Life-Style
Tradition-directed	The clan, the tribe, the village.	Detailed norms of village life learned by direct observation.	Shame; wrongdoing is a transgression against the group.	Politically indifferent; subsistence-oriented.
Inner-directed	The parents	General principles laid down early in life; freedom for nonconformity within these limits; built-in gyroscope steers individual.	Guilt; wrongdoing is a violation of personal ideals	Politically moralistic; production-oriented.
Other-directed	The peer group.	Cue-taking in particular situations; built-in radar steers individual.	Anxiety; the ultimate evil is being unloved and unapproved.	Politically manipulative; consumption-oriented.

Note. Socialization and Social Character Chart adapted from Reisman and taken from Broom, Leonard and Selznick, Phillip, *Sociology*, New York: Harper and Row, publishers, 1955, p. 122.

lifestyles frequently have feelings of guilt and selfishness and pay a psychological price in anxiety.[13]

The growing number of women returning to colleges makes the study of the psychological and social factors which women encounter as they attempt to continue their education important. Efforts must be made to facilitate the articulation process. This cannot be done unless research is performed to ascertain exactly what the problems are.

Statement of the Problem and Purpose of the Study

The purpose of this study was to investigate the role of support systems in the educational attainment of mature women. Through the descriptive research procedure the writer sought to answer these questions: (1) What were the sources of tangible and intangible support for women between the ages of 35 and 45, who enrolled at the University of Oklahoma during the fall and spring semesters of 1971 and 1972? (2) Was there a relationship between those support systems and whether or not the women persisted in continuing their education?

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[13]Eleanor Macoby, "Women's Intellect," in *Family in Transition*, ed. Arlene S. and Jerome H. Skilnick, (Boston: Little, Brown and Company, 1971), pp. 242-253.

Operational Definitions

The following definitions have been developed by the researcher of this paper to clarify the meaning of terms and to communicate more effectively the data analysis and findings of this study.

1. *Families:* is to include parents, grandparents and siblings, excluding mates and children.
2. *Mate:* is to mean other adults who live in the home, who are not blood kin and may be of either sex.
3. *Children:* is to mean the youths for whom the participants were responsible. This includes children other than those actually born by the participant.
4. *Friends:* is to include people with whom the participant had a close personal relationship and casual acquaintances such as clergy or classmates but does not include employers or employees.
5. *Employers:* is to include people from whom the participants received remuneration for services or products which resulted in at least part of her total financial support.
6. *Institution:* is to refer to the University of Oklahoma and the agencies which cooperate with the university in providing services for the students enrolled in the University of Oklahoma.
7. *Support:* is to mean tangible or intangible encouragement.

8. *Tangible support:* is to include material items such as money, materials, food, and transportation.
9. *Intangible support:* is to include moral and psychological reinforcement and encouragement.
10. *Support systems:* is to mean tangible and intangible encouragement and support provided by one or more contributory sources as shown in the research design of this study.
11. *Women's Re-entry Tangible Support Score:* is to mean the total score on the tangible items divided by the number of tangible items answered with not-applicable items not counted.
12. *Women's Re-Entry Intangible Support Score:* is to mean the total score on the intangible items divided by the number of intangible items answered with not-applicable items not counted.
13. *Primary Group Support:* is to mean support received from husbands, families, friends and children.
14. *Mature women:* is to mean those women whose ages ranged from 35-45 years at the time of their undergraduate enrollment in the fall and spring semesters of 1971 and 1972 at the University of Oklahoma.

CHAPTER II

SURVEY OF RELATED LITERATURE

Change of Women's Roles in Society

Women's roles in society are rapidly changing. Binstock states that twenty years from now, mothers will be a mere specialty group in the United States. She continues by saying:

> Today the American woman has two or three children instead of six or eight; childbirth for her is not a battle for survival; she is rarely up at night with a sick child; she has plenty of household appliances, processed foods and other technological innovations that function as para-mothers. In addition, specialized agencies such as schools, clubs, and television share her burdens. She has succumbed, half willingly and half reluctantly, as her job has been effectively reduced from an important 18-hours-a-day occupation, crucial to society's survival, to a marginal three-hours-per day activity, almost as easily done by someone else.[1]

While mothers have traditionally been the world's largest occupational group, Reische found that in 1970 over thirty million, or about two out of every five adult American women were earning a pay check and three out of every four of them were working on a full-time basis.[2] The Life Style Alternatives Chart shown in Table 2

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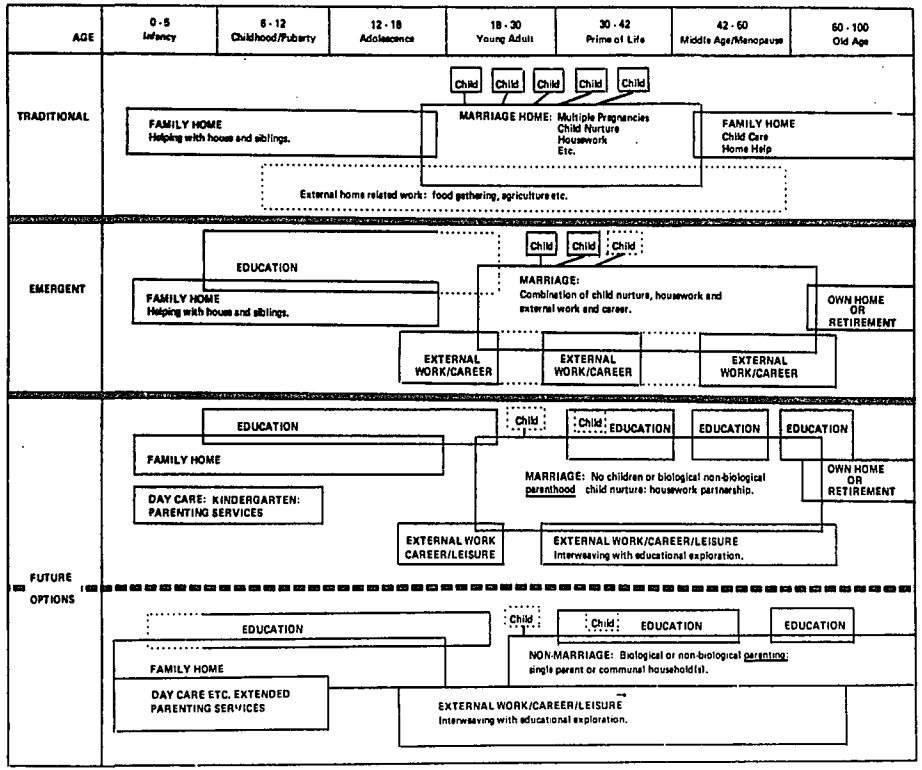
[1]Jeanne Binstock, "Motherhood: An Occupation Facing Decline," *The Futurist*, June 1972, *16* (3), 99-102.

[2]Diana Reische, (Ed.) *Women and Society*, "Women in the Marketplace," (New York: H. W. Wilson Company, 1974), p. 55.

Table 2. Life Cycle Alternatives



Note: Life Cycle Alternatives Chart taken from *Earthrise Newsletter 3* (4), 176, July./Oct.

illustrates the changing life styles of women. Traditionally, women bore and raised an average of five children. These women married young and devoted most of their lives to their family and in home related activities. Formal education was not usually available to them. As shown in the chart, in today's society we see a different life pattern emerging. Women are involved in formal education from childhood until their marriage and often continue their education beyond marriage. The modern woman bears and raises an average of two and a half children. These women are involved in work outside the home from adolescence until retirement age. As for the future, the "Life Cycle Alternatives" chart present two options for women. These options are to choose marriage or non-marriage. If a woman decides to marry, she may have no children or she may enjoy biological or non-biological parenthood. If she decides not to marry, she may choose biological or non-biological single parenting, or live in a communal household. Both the women who marry and the ones who do not marry will likely participate in work external to the home and will interweave their work experience with educational exploration. These women are expected to be involved in education from early childhood until old age.

K. Patricia Cross found that the rate of growth of women in the labor market increased five times as rapidly for women as for men.[3] According to the U. S. Department of Labor, the average woman

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[3]Patricia K. Cross, *Beyond the Open Door*, (San Francisco: Jossey-Bass, Inc., 1974), p. 147.

worker is married and 36 years old.[4] Legislation enacted during the past decade offers opportunities for women to train for and enter more diversified jobs and to advance to jobs of higher paying occupations.

Brandenburg calls attention to the fact that one of the most significant changes in the composition of the undergraduate college population is the recent appearance of significant numbers of women returning to school as regular matriculated students.[5] Roach found that almost 80,000 adults 35 years of age and over were enrolled in or attending college in October 1972 and over half (53 per cent) were women.[6] The typical reentering woman is in her late 30's and has had two years of traditional liberal arts education before she dropped out to marry or to raise a family.

The office of Research for the University Community at the University of Oklahoma reports there were 2,635 students enrolled in the University who were over 30 years of age in the

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[4]U. S. Department of Labor, Women's Bureau, 1975.

[5]J. B. Brandenburg, "The Needs of Women Returning to School," *Personnel and Guidance Journal*, 1974, *53*, 11-18.

[6]Rose Marie Roach, "Honey Won't You Please Stay Home?" *Personnel and Guidance Journal*, 1976, *55*, 86-89.

Fall semester of 1975. One thousand seventy-seven of those undergraduate students were women. As indicated by research done at California State University the reasons for the increased enrollments of mature women students are the reduced premium on the women's role as "happy homemaker," economic necessity, plus the need for intellectual fulfillment, and a change in career, professional status or security.[7] Buccieri asserts that higher education has failed thousands of women in the last few decades who had the potential for intellectual achievement--failed to attract them, failed to motivate them to finish their education, or failed to offer them the kinds of education which would enable them to make a meaningful contribution to society.[8] It appears that many women are giving these institutions a second chance.

Why Women are Returning to College

The ages between 35 and 45 constitute a critical period in the lives of women. If a woman is a mother it is during these years that she is faced with what many people refer to as an "empty nest." In her book, *Occupation: Housewife*, Helena Z. Lopata states that it is at this time that a woman is confronted by a "shrinking circle."[9]

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[7]Toni A. Howard, "Reentry Programs: Meeting Women's New Educational Needs," *New Directions for Higher Education*, Autumn 1975, *3* (3), 43-61.

[8]C. Buccieri, "Continuing Education: If at First You Don't Succeed," *College and University Business*, Feb. 1970, *48* (2), 84-86.

[9]Lapota, *Op. Cit.*, p. 41.

Many women of this age feel restless and unwanted. Sheehy reports "that during her middle years every woman finds unanticipated questions knocking at the back door of her mind, urging her to review those roles and options she has already tried against those she has set aside, and those that aging and biology will close off in the future!"[10]

Apart from employment, education represents the most important resource for the greater realization and fulfillment of the human being.[11] It is a mistake to judge the strength of the new rise of feminism by the relatively small number of women who physically storm male sanctuaries. A few militant women have awakened buried feelings with large numbers of other women who never before thought of themselves as oppressed.[12] As Betty Friedan so eloquently said when she wrote about "the problem that has no name":

> The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night--she was afraid to ask even of herself the silent question--"Is this all?"[13]

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[10]Gail Sheehy, *Passages: Predictable Crises of Adult Life*, (New York: E. P. Dalton & Company, 1974) p. 261.

[11]Jack London, "Continuing Education of Women: A Challenge for Our Society," *Adult Leadership*, April 1966, *14*, pp. 326-328.

[12]Helen S. Astin, *Op. Cit.*, p. 79. Ed. Diana Reische.

[13]Betty Freidan, *The Feminine Mystique*, (New York: Dell Publishing Co., Inc. 1974), p. 11.

The new wave of feminism is really a result of technology. As Binstock points out it is important to bear in mind that ideological change can occur only when the technological capacities for achieving it are available.[14] In a study done by Lucker at the University of Oklahoma 48 out of 70 women who had participated in the "Women Returning to College" program in the summer and fall of 1974 listed "personal" as the factor which led them to consider returning to school.[15]

Hayes found that 25 per cent of all divorces involve persons who have been married longer than fifteen years. Most women who divorce in their middle years must re-train in order to support themselves and their children.[16] Thus in addition to desiring personal enrichment it is not surprising that another frequently-mentioned reason for wanting a college education is to improve one's financial situation. Watkins states that unlike her counterpart of fifteen years ago, who dabbled in enrichment courses, today's woman is more often a degree-credit student with a career orientation.[17] Clarke points out that 39 per cent of women employed outside the home are single, widowed, divorced or separated. Added

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[14]Binstock, *Op. Cit.*,

[15]Liz Lucker, *Women Returning to College*, Program Confidential Questionnaire Evaluation, Center for Student Development, Educational Service, The University of Oklahoma, Spring 1975.

[16]Maggie Parks Hayes, *Divorce in the Middle Years*. Unpublished Doctoral Dissertation, Oklahoma State University, 1976, p. 1.

[17]B. Watkins, "More Women Coming Back to Campus," *Chronicle of Higher Education*, Sept. 14, 1974, p. 6.

to this number must be women whose families require two incomes to maintain a reasonable level of economic stability.[18] Clarke goes on to say:

> Raised and educated in the forties and fifties when parents, educators, literature and the media over-emphasized the seriousness of finding and "holding" a suitable husband and bearing a series of carefully socialized off-spring, such women are often ill-prepared for life after 35 or 40. The guilty sense that somehow family is not enough and that feeling economically dependent is not always easy to accept has led an evergrowing number of women to search for new directions.[19]

Sarah Lawrence University found that the average Continuing Education student expected when she married that caring for her husband and children would be her only career. Since that time she has become aware of other roles she might fill. The reasons for returning to education most often mentioned by the students in order of frequency are: to enter a profession; for personal fulfillment; for career advancement; to make a contribution to society; and to increase potential earnings.[20]

Problems in Returning to School

"A woman returning to college after a period of years has many anxieties. She wonders if her mind has deteriorated from disuse; whether the great increase in knowledge and the new methods

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[18]Marnie A. Clarke, "Transitional Women: Implication for Adult Educators," *Adult Leadership*, Dec. 1975, *24* (4), pp. 123-127.

[19]Clarke, *Op. Cit.*, p. 125.

[20]Melissa Lewis Richter and Jane Banks Whipple, *A Revolution in the Education of Women*, Bronxville, New York: Sarah Lawrence College, 1972. p. 60.

of teaching will make it impossible for her to bridge the gap between her former training and today's academic demands. She is uncertain of her welcome by younger students and faculty. If she has a family, she is not sure that she can manage both home and school. She does not know whether her education is a legitimate demand on the family budget."[21]

At Western Michigan University, Manis and Mochizuki found that the mature women returning to school present themselves to counselors saying: "I want to do something but I don't know what." 'I'm afraid I can't compete with the younger students." "I don't think my husband likes my doing this."[22]

Society has defined an ideal and exclusive role for women as that of wife and mother and has often described to the women who wanted something more--to become physicists, lawyers, or construction workers--as neurotic and unfeminine.[23] Elizabeth Janeway states that "Women are said to be more docile and more passive than men, ranging in their ambitions, more alert to personal relationships and to the emotional background of human situations. They are given credit for being intuitive and sympathetic. They are faulted for not being able to organize large-scale enterprises and carry them through to long-term conclusions. Some psychological

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[21]Jane Gibson Likert (Ed.), *Conversations with Returning Women Students*, (Ann Arbor, Michigan: The University of Michigan Press, 1967.)

[22]L. Manis and J. Mochizuki, "Search for Fulfillment: A Program for Adult Women," *Personnel and Guidance Journal*, 1972, *50* (7), pp. 594-599.

[23]Susan Schilling Meisel and Alice Perkins Friedman, "The Need for Women's Studies in Social Work Education," *Journal of Education*

tests indicate that women are less inclined to think and plan ahead than are men."[24] Matina Horner ascribes to women the fear of success. This fear she states, is learned at a very young age. "In recent years many legal and educational barriers to female achievement have been removed; but it is clear that a psychological barrier remains."[25]

Marital status and the attitude of spouses toward education can also be critical determinants in the continuing education of women. Goodwin found that single women who were doctoral recipients had fewer difficulties than married women.[26] Feldman found that marriage has a deleterious effect on the role of students and that the least successful female students are those who attempt to combine the student and spouse roles.[27] Westervelt found that 51 per cent of 364 suburban respondents who were planning to continue their education reported "husband's approval" as the most important factor in their decision; no other factor was reported by a proportion even half that large.[28] In their book, *The Impact of College on Students*, Feldman and Newcomb state that married women undergraduates

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[24]Elizabeth Janeway, *Man's World Woman's Place*, (New York: Dell Publishing Co., 1971), p. 87.

[25]Matina S. Horner, "Women's Will to Fail," *Psychology Today 3*, 1969 (6), 36-38.

[26]Gail C. Goodwin, "The Woman Doctoral Recipient: A Study of the Difficulties Encountered in Pursuing Graduate Degrees," unpublished doctoral dissertation, Oklahoma State University, 1966. p. 87.

[27]Saul D. Feldman, *Escape from the Doll's House*, (New York: McGraw-Hill, 1973), p. 121.

[28]Westervelt, *Op. Cit.*, p. 44.

are more likely than married men to feel that emotional pressure from a spouse would cause them to drop out of school.[29]

If a man and woman have based their assumptions about marriage on the traditional patterns of their parents' or grandparents' marriages, the woman's desire for a more complicated lifestyle may appear threatening. In her discussion of observations of reentering women at Queens College, Brandenburg states that returning women students frequently faced resistance from husbands, families and friends.[30] In a conference sponsored by the New York Academy of Sciences in May of 1972 to explore the subject of women and success it was concluded that a real need for parental support, from both fathers and mothers is imperative for developing the confidence and self-esteem a woman needs to prepare for a career. A husband's support is essential later in life.[31] In a paper she presented at that conference Cynthia Fuchs Epstein states:

> Both men and women are probably afraid of the heights of ambition, achievement and accomplishment; all of these have their costs. But men are forced to face their fears. For those who are successful in conquering them, the lives they chart may be rich and meaningful. Women are not challenged to face their fears and thus never lose them, and remain self-doubting. Without the support to be their best, and to enjoy doing well, most of those who could make it don't.[32]

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[29]K. Feldman and T. M. Newcomb, *The Impact of College on Students*, (San Francisco, California: Jossey-Bass, Inc., 1969), p. 60.

[30]Ruth B. Kundsin, editor, *Women and Success: The Anatomy of Achievement*, (New York: Morrow Paperback Editions, 1974), p. 9.

[31]*Ibid.*

[32]*Ibid.*, p. 16.

Some theorists consider that roles, as well as psychological differences between the sexes are rooted in anatomical and physiological differences. For instance Freudian theory conceives of woman as an incomplete man whose personality characteristics and motivations throughout life are derived from penis envy.[33] More recently Erikson states that women derive their personality structure from an intuitive knowledge of their "inner space" claiming that this determines a "passive" and "receptive" treatment.[34] Adler states that: "In woman the inferiority complex takes the form of a shamed rejection of her femininity, the place that the father holds in the family, the universal predominance of males, her own education--everything confirms her in her belief in masculine superiority...she is divided against herself much more than is the male.[35]

Our culture and our psychology characterize women as inconsistent, emotionally unstable, lacking in strong superego, weaker, nurturant rather than productive, intuitive rather than intelligent. In light of the social expectations about women, it is not surprising that women end up where society expects them to.[36] Success for a man means using his powers to lead, to buy, to sell, to compose, to teach,

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[33]Susan Schilling Meisel and Alice Perkins Friedman, *Op. Cit.*, p. 68.

[34]Erik Erikson, "Womanhood and the Inner Space," from *Women and Analysis*, edited by Jean Strouse, (New York: Grossman Publishers, 1974), p. 291.

[35]Simone De Beauvoir, *The Second Sex*, (New York: First Modern Library Edition, 1968), p. 43.

[36]Graham Staines, Carol Tavris, and Toby Epstein Jayaratne, "The Queen Bee Syndrome," *The Female Experience*, (New York: Ziff-Davis Publishing Co., 1973), p. 70.

to invest, to preach, to coach, to fly, to farm--in the field of his choice. In addition to this he may, if he chooses, marry and enjoy a home and children. Success for a woman means using her powers to achieve a marriage proposal from a man she loves--to make him a comfortable home and bear him children. If she also is by nature deeply motivated to be a leader, a buyer, a dancer, a painter, a banker, a scientist, or an inventor, she is subject to deep conflicts and feelings of guilts which express themselves in devious ways.[37]

Lapota, in her study of the American housewife found that a large proportion of the respondents who had minor children in the home focus their role-cluster upon the functions of being a mother; the others assigned it a second place. Few women ignored it completely in a rank order of roles. One of the explanations given by Dr. Lapota for the emphasis of American women upon being a mother is the societal placing of almost total responsibility for the rearing of children upon them.[38] She states that:

> This is one of the few times in recorded history that the mother-child unit has been so isolated from supportive adult assistance. Responsibility for the health and welfare, the behavior and ability of the child is basically unshared. The father is usually not held accountable for what happens to the children, because "he is not home

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[37]Barbara Bates Gunderson, "The Implication of Rivalry," *The Potential of Woman*, edited by Seymour M. Farber and Roger H. W. Wilson, (New York: McGraw-Hill Book Co. Inc., 1963), p. 176.

[38]Lapota, *Op. Cit.*, p. 183.

> much of the time." The former extended group which lived under one roof or quite nearby was dropped away, each member being geographically isolated and able to provide only stop-gap help and this only after a lapse of time and with no sharing of the responsibility of the outcome. The community within which the mother is functioning may easily be heterogeneous: indifferent to her child, hostile, or ostentatiously carrying out different child-rearing procedures. She then lacks an environmental support for what she does and what she demands of the child and of their relation. She faces nothing but criticism and possible conflict with her offspring as he learns culturally different patterns.[39]

Janeway declares "We must conclude that our society today is asking women to bring off something of an emotional "tour de force."[40] Women are asked to regard the bearing and raising of children as at least a very large significant concern of their lives. She points out that this undertaking will demand their full efforts for something less than two decades out of a life that will run to seventy years.

In addition to the societal demands which are made on mothers, the physical demands are also stringent. Dr. Ethel Albert points out that on a simple time and energy basis, there is no way to feed a two-year old and get hubby's dinner and do whatever else she wants to get done.[41] Lois Hoffman reports that the major problem given by the professional woman in several studies has been

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[39]*Ibid.*, p. 184.

[40]Janeway, *Op. Cit.*, p. 162.

[41]Ethel M. Albert, Peter Koestenbaum, and Marya Mannes, "Hera, Ceres, and Aphrodite: The Multiplicity of Roles," from *The Potential of Women*, *Op. Cit.*, p. 158.

the management of the household.[42] Betty Friedan maintains that when a culture has erected barrier after barrier against women as separate selves--even when most of those barriers are down it is still easier for a woman to seek the sanctuary of her home.

Whether women leave their homes to find employment or to return to school Kundsin finds that women rarely find support from their female peers.[43] In her book, *Born Female*, Caroline Bird states:

> Women notoriously resent working for women but even when the relationship is pleasant, a woman seldom gets as much help from her secretary as a man gets from his. She isn't as willing to do personal errands for a woman boss as for a supposedly helpless male. Older women sometimes think that girls prefer to work for men because they have more chance to meet eligible bachelors, but the situation is more involved. Girls resent the discipline of their mothers even more than boys, and perhaps are less willing than men to accept women supervisors.[44]

In an article written for "Psychology Today" authors Staines, Tavris and Jayarantne characterize a group of antifeminist women as exemplifying the Queen Bee syndrome. The true Queen Bee, they report, has made it in the "man's world" while running a house and family with her left hand. "If I can do it without a whole movement to help

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[42]Lois Wladis Hoffman, "The Professional Woman As Mother," in *Women and Success: The Anatomy of Achievement, Op. Cit.*, p. 226.

[43]Ruth B. Kundsin, "To Autonomous Women: An Introduction," in *Women and Success: The Anatomy of Achievement, Op. Cit.*, p. 12.

[44]Caroline Bird, *Born Female: The High Cost of Keeping Women Down*, (New York: David McKay, 1975), p. 53.

me," runs her attitude, "so can all those other women."[45] Lotty Pogrebin asserts "Women don't believe in one another or their abilities. We don't trust one another, admire one another, defend, respect or support one another."[46] Beverly Watkins found that when she first returns to college, the reentering woman loses her friend group. "Her peers sometimes resent her making it on the outside. She experiences sociological isolation until she acquires a new friend group."[47] Whiteley believes "this isolation could be broken down if women could get together, begin identifying with one another, stop competing with one another and step outside the self-rejection that precludes intimacy with other women."[48]

Faculty and staff attitudes toward women's roles and toward women as students present very real, if not always obvious, barriers to women's pursuit of postsecondary education. Westervelt asserts such attitudes are generally believed to constitute one of the most serious impediments to women's development. She lists five types of manifestations of negative attitudes toward women as students:

> (1) Lack of active encouragement and support, (2) Sex discrimination in job placement before and after graduation, (3) Overt and covert ex-

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[45]"The Queen Bee Syndrome," *Op. Cit.*, p. 63.

[46]Lotty Cottin Pogrebin, *Getting Yours*, (New York: Avon Books, 1975), p. 5.

[47]Beverly T. Watkins, *Op. Cit.*, p. 6.

[48]Rita Whiteley, "Women in Groups," *Counseling Psychologist 4*, 1973, p. 27.

> pressions of sex stereotypes and masculine expectations for women's roles and behaviors, (4) Absence of female role models among faculty and administrators, and (5) effects of antinepotism rules on sex distribution of faculty and on expectations of women students.[49]

In her book, *Academic Women*, Jesse Bernard asserts, "Whatever the theory may be, there is in practice no question that academic competition discriminates against the best women candidates."[50] She explains how this discrimination works:

> Furthermore, by an intrinsic sociological mechanism, prejudiced discrimination tends always to make the best competitors its victims. Only the best become competitors in the first place. When there are many disabilities among the competitors, prejudiced discrimination is not needed. Less qualified contestants can be rejected on functional grounds: They are not well trained, they are not competent, they do not have the skills, etc. It is only when all other grounds for rejection are missing that prejudiced discrimination per se is brought into play. Then it is that sex--or, for that matter, race or age--is relied upon as the criterion for rejection--the discrimination is prejudiced. When a woman with superior qualifications is bypassed in favor of man with inferior qualifications, prejudiced discrimination may legitimately be charged.[51]

With respect to the criteria used, according to Caplow and McGee, "women scholars are not taken seriously and cannot look forward to a normal professional career. This bias is part of the much larger pattern which determines the utilization of women in our economy. It is not peculiar to the academic world, but it does blight the prospects of female

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[49]Westervelt, *Op. Cit.*, p. 31.

[50]Jesse Bernard, *Academic Women*, (New York: New American Library, 1964), p. 49.

[51]*Ibid.*, p. 50.

scholars."[52] It appears that the discrimination which is done in academia is done because it is expected that women will marry and have children and that the effort spent to educate them will be wasted.[53]

Elizabeth and Robert Merideth criticize existing measures while colleges and universities have adopted to meet the needs of adult women. They feel that such programs are superficial and fail to get to the root of the oppression of women in our society.[54] The authors state:

> The emphasis in all the programs for continuing education for women is on helping the individual person improve her situation--to become more fully educated, to earn another degree. This strategy is questionable in light of the statistics which show that most women with a B.A. degree earn about the same as men with an eighth-grade education and are, of course, almost always unemployed.[55]

In her book, *Beyond the Open Door*, Patricia Cross finds that it is a near certainty that the group of New Students to higher education will contain more women than men. She feels that policies and practices in admissions, financial aids, career and academic advising, job placement and housing regulations will have to change in order to give women equal opportunity. She states that "Discrimination against women for

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[52]Theodore Caplow and Reece J. McGee, *The Academic Marketplace*, (New York: Anchor Books, 1965), p. 194.

[53]Westervelt, *Op. Cit.*, p. 8.

[54]Elizabeth Merideth and Robert Merideth, "Adult Women's Education: A Radical Critique," *Journal of NAWDC*, Spring, 1971, p. 11.

[55]*Ibid.*, p. 114.

admission to college is surprisingly easy to document in public as well as private institutions."[56]

Professors who were chosen to teach women enrolled in Sarah Lawrence's Continuing Education Program were chosen because they had a supportive attitude toward the female continuing education student.[57] This supportive attitude was also cited as one of the chief considerations in the Minnesota Plan for Women and in the George Washington University Program for Mature Women. This suggests the administration felt it had faculty members which were not supportive.

Toni Howard States:

> For academic women, vestiges of sexism remain on all levels of the academic ladder. In fact, the higher the rung, the fewer the women. At each stage of graduate study, a progressively lower percentage of women applies, enrolls, and graduates. At least part of the reason is that women have traditionally fallen into the category of part-time or returning students because of marriage and family demands and, as such, have not been eligible for financial aids, which are restricted almost entirely to full-time students. Childcare facilities, a must for many of these women, are virtually nonexistent.[58]

A report of the Women's Labor Bureau states that there is a direct relationship between the educational attainment of

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[56]Patricia Cross, *Op Cit.*, p. 149.

[57]Richter and Whipple, *Op Cit.*, p. 15.

[58]Clare Rose, "Directions for the Future," *Meeting Women's New Educational Needs*, p. 96.

women and their labor-force participation.[59] Mary L. Bunting the President of Radcliffe College, believes that "education is a nurturant if not a determinant of professional success."[60]

Hilda Kahne states:

> Training is a necessary but by no means sufficient condition for finding a satisfactory job. For women, there has often been a traumatic transition for college, where admissions and scholarship committees generally have made equitable determinations among applicants to the work world, where structures and attitudes have been more supportive, if not patently discriminatory in favor of men's work needs and life styles. The difficulties encountered in learning about job openings and seeking letters of recommendation are often repeated when women confront the work environment itself and when they seek salaries equivalent to those of men with similar backgrounds and experience.[61]

Role of Support Systems

Continuing education for women has become a significant component of our educational system, as evidenced by the estimated over 500 continuing education courses, services, and programs for adult women offered throughout the country.[62]

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[59]Diana Reische, *Women and Society, Op.Cit.*, p. 74.

[60]Mary Bunting, "Education: A Nurturant if Not a Determinant of Professional Success," *Women and Success, Op. Cit.*, p. 208.

[61]Hilda Kahne, "Employment Prospects and Academic Policies," *Women and Success, Op. Cit.*, p. 166.

[62]Jean A. Wells, *Continuing Education Program and Services for Women.* Washington, D. C.: Women's Bureau, 1971. (ERIC Document Reproduction Service No. ED 056 264).

> Of all the measures adopted by colleges and universities to assist the reentering woman--centers, simplified admissions, refresher courses, flexible scheduling, part-time degree credit--specialized counseling has met the greatest need.[63]

It appears that there must be many women who hesitate to resume their formal education or who drop out because of their feelings of inadequacy and isolation. Osborn and Strauss[64] found that many women who enroll in a special program designed to facilitate the mature women's reentry to college at George Washington University had earned Phi Beta Kappa keys or were *cum laude* graduates. After a period of domesticity these women often lacked the confidence in their ability to learn. Mass media had reinforced feelings of inadequacy. When the University of Minnesota began its continuing education plan for women in 1960, the staff found that generally a woman needs support, information and assurance that there is a sympathetic and dignified approach to the University.

Charles Seashore[65] in his theory of support systems (see Table III) illustrates the need, relevant type of support and the solution to the problems of support. While the composition of support systems is important to both men and women,

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[63]B. Watkins, "More Women Coming Back to Campus," *Chronicle of Higher Education,* Sept. 14, 1974, p. 6.

[64]Ruth Helm Osborn and Mary Jo Strauss, *Development and Administration of Continuing Education for Women, 1964-1974.* Washington, D. C.: George Washington University, 1975. (ERIC Document Reproduction Service No. ED 116 511).

[65]Charles Seashore, *In Grave Danger of Growing: Observations on the Problem of Professional Development.* A commencement paper for the candidates and faculty of the Washington School of Psychiatry Group Psychotherapy Training Program, Washington, D.C., 1975.

Table III. The Composition of Support Systems
[Charles Seashore]

Need	Relevant Type of Support	Solution
Confusion about future	Models	Clarity
Social isolation	Referent group identity: share concerns	Social integration
Personal isolation	Close friends	Intimacy caring
Vulnerability	(CRISIS) Helpers who can be depended upon in a crisis	Assistance
Low self esteem	Respectors of my competence	Higher esteem
Stimulus isolation and deprivation	Challengers	Perspective energy
Environmental isolation (Resources unknown)	Referral agents	Connect with resources

Note: Chart taken from "In Grave Danger of Growing: Observations on the Process of Professional Development." A commencement paper for the candidates and faculty of the Washington School of Psychiatry Group Psychotherapy Training Program, Washington, D. C., June 1975.

this researcher believes that proper support is more critical in enabling women to attain educational goals than it is to men. Astin[66] reports that Maccoby and Jacklin found that college men tend to show greater self-confidence when undertaking new tasks, and a greater sense of potency, specifically including the feeling that one is in a position to determine the outcomes of sequences of events in which he participates. Lopata[67] has found that women go directly from dependency relationships in their parental families to the same dependency patterns with their husbands.

> Women do seek, maintain, and restore congruency between self-concept, role behavior, and role preference of their husbands; conservative women tend to do so through self-deception and self-adjustment, and liberals through tolerance of temporary tension in anticipation of the husband-adjustment.[68]

A major innovation of the twentieth century feminists is the consciousness-raising group. The "group" focuses on making women aware of their condition as women and on breaking down the barriers that exist between women as a result of their social conditioning and isolation.[69] The "group" is a support

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[66]Helen S. Astin, *Op. Cit.*, p. 15.

[67]Helena Znaniecki Lapata, *Op. Cit.*, p. 70.

[68]Catherine C. Arnott, "Husbands Attitude and Wives Commitment to Employment," *Journal of Mariage and the Family, 34,* pp.673-684 (1972).

[69]R. Whitley, "Women in Groups," *Counseling Psychologist, 4,* pp. 27-43 (1973).

system. By looking at the "New Womanhood,"[70] which has been emerging since the early 1960's we can see the dramatic effect that support can have on the phenomenon of human behavior.

The responsibility of adult educators in providing a learning environment includes both the opening of doors to learning and the maintenance of a healthy and supportive setting within which the learner can move towards new growth with a minimum of discomfort and a maximum of joy and anticipation.[71] The change process appears to be accelerating for many women and relationships will have to adjust to women's search for equality and greater independence. In some cases the obstacles to self-growth appear overwhelming to women. By investigating the kinds of support and the strength of support systems as they apply to women who returned to college and completed a degree program and women who were forced to drop out of college, it is believed that much useful information will be obtained which can assist universities in discharging their obligation to this particular student.

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[70]J. B. Berry, "The New Womanhood: Counselor Alert," *Personnel and Guidance Journal, 51* (2), pp. 15-0108 (1972).

[71]Marnie A. Clarke, *Op. Cit.*, 123-127.

CHAPTER III

METHODOLOGY

The methodology essential to the conducting of this study is presented in this chapter. The presentation includes the design of the study, the hypotheses guiding the study, the rationale of the variables which were included in the questionnaire, the selection of the subjects, the development and refinement of the instrument and the analysis procedures.

Design of the Study

It has been theorized in the previous chapter that women need to receive tangible and intangible forms of support in order to persist in continuing their education. The research problem, then, is to (1) identify and analyze the sources of support for women and (2) to determine the significance they have in the educational attainment of mature women. In this chapter, the intent is to specify the considerations and procedures relevant to the testing of this basic proposition. Kerlinger states that "Sociological problems of education, such as extreme deviation in group behavior and its effects on educational achievement, and board of education decisions and their effects on teacher and administrator performance are mostly *ex post facto* in nature.[1] The research question under consideration will be subjected to an appropriate form of empirical testing through a strategy of comparative analysis.

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[1]Fred N. Kerlinger, *Foundations of Behavioral Research*. (New

This strategy involves the comparison of the independent and dependent variables in a series of naturally occurring situations in order to assess the presence, consistency, and strength of the hypothesized relationships.

Issac and Michael assert that the principal characteristics of causal-comparative research is *ex post facto* in nature, which means the data are collected after all the events of interest have occurred. The investigator then takes one or more effects (dependent variables) and examines the data by going back through time, seeking out the causes, relationships and meanings.[2] An advantage of this strategy is that it provides a framework having some control features for pitting expectations against empirical evidence given the limitation of nonexperimental variables. In the analysis of causal hypotheses, the explanatory survey represents a set of techniques in which causal inferences are drawn from nonexperimental data. There is no manipulation of independent variable or control over assignments of subjects. Rather, variables are investigated as they exist in natural settings.[3] As Kish pointed out, such studies lack the exactness and clarity of laboratory experimentation, but have the merit of breadth and external validity.[4]

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[2] Stephen Isaac and William B. Michael, *Handbook in Research and Evaluation*, (San Diego, CA: Robert R. Knapp, Publisher, 1971), p. 21.

[3] Claire Selltiz, Lawrence S. Wrightsman, and Stuart Cook, *Research Methods in Social Relations* (New York: Holt Rinehart and Winston, 1976), p. 153.

[4] L. Some Kish, *Survey Sampling* (New York: Wiley, 1965), p. 108.

Hypotheses

There can be little doubt that hypotheses are important and indispensable tools of scientific research.[5] Their main purpose is to direct inquiry. The theoretical basis for this study was developed from a study of the literature as discussed in Chapter II. This theoretical rationale is presented in detail in model format in Table IV. Tangible and Intangible Support from Primary Group, (i.e. mate, family, children and friends) Institutional Support, and Vocational Support are drawn in relation to persistence and non-persistence in the continuing education of women. In this study the number of semester hours completed was used to measure persistence. The Support Scores derived from the theoretical model and the number of semester hours completed comprise the Operational Model of this study as shown in Table V. From this operational model comes the general guiding hypothesis of this dissertation:

> There is a relationship between the Women's Re-entry Support Score and the number of semester hours completed.

The degree of support a woman received from her primary group, institutional support, and vocational support constitute the Women's Re-entry Support Score and is the independent variable which is employed in this study. The number of semester hours completed comprise the dependent variable.

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[5]Kerlinger, *Op. Cit.*, p. 9.

Table IV. Theoretical Model.

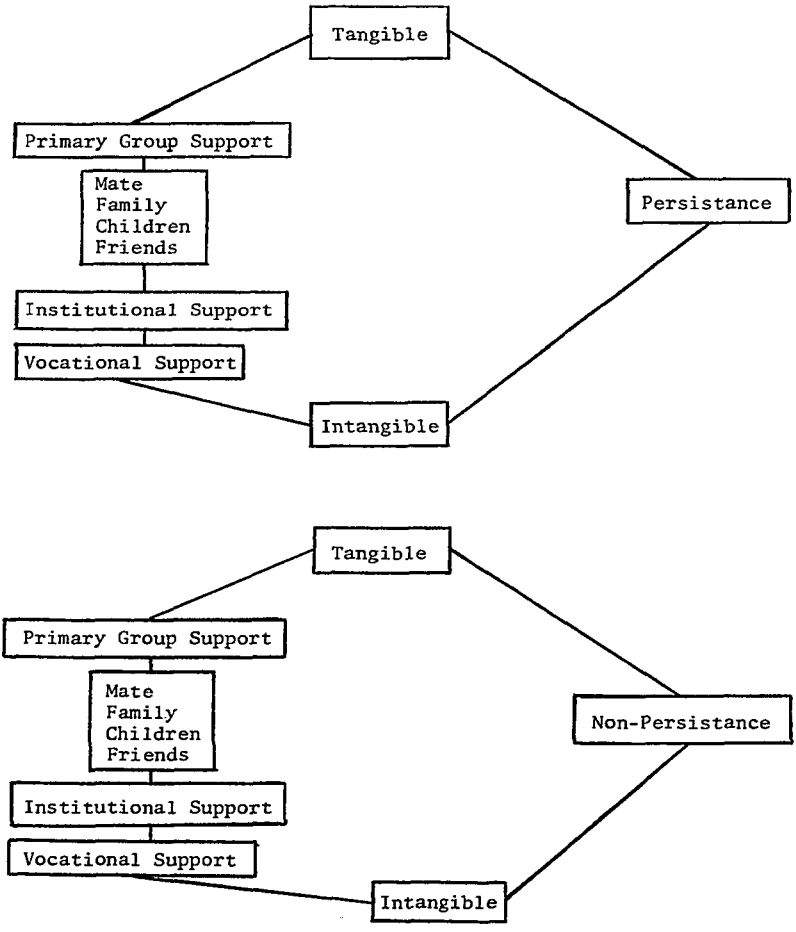
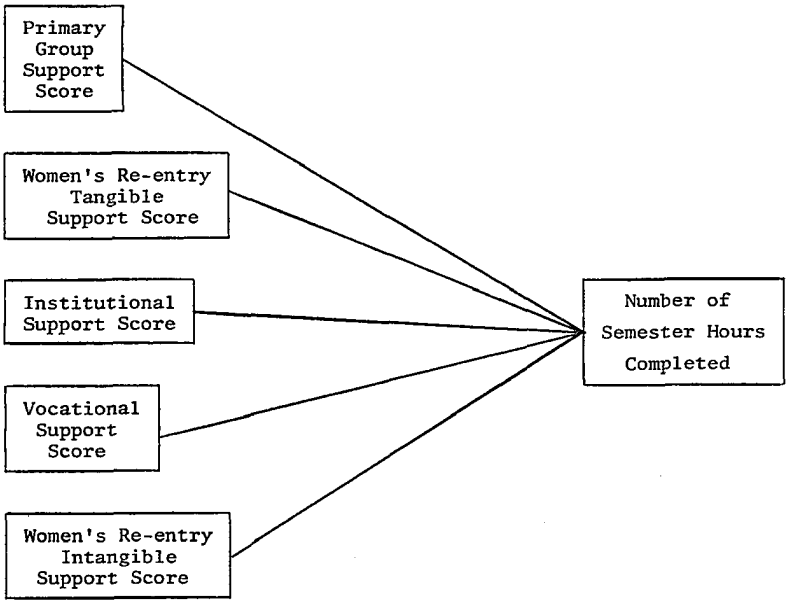


Table V. Operational Model.



The first sub-hypothesis for this study is:

1. There is a relationship between primary group support, institutional support, and vocational support and the number of semester hours completed.

Roach stated that the three general categories of family, friends, and husbands were significant sources of support.[6] Feldman and Newcomb cited institutional support as being the most significant in the retention of women students.[7] Juanita M. Kreps asserted that at the beginning of this last quarter-century, women make up about forty per cent of the nation's labor force.[8]

The second sub-hypothesis of this study is:

2. There is a relationship between the Women's Re-entry Tangible Support Score and the number of semester hours completed.

Westervelt states that for both men and women, lack of money is one of the greatest barriers to all types of post-secondary education.[9] Astin states:

> The sources of support which a high school graduate has to draw on affect his/her decision concerning education, choice of a particular institution, and persistence once enrolled. Our society generally gives higher priority to educating men than to educating women--partly because of the outmoded belief that men are the sole bread winners and therefore college education for women is frivolous; they will not "use it."[10]

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[6]Roach, *Op. Cit.*, p. 87.

[7]Saul D. Feldman, *Escape from the Doll's House: Women in Graduate and Professional School Education*, (New York: McGraw-Hill, 1973) p. 60.

[8]Juanita M. Kreps, "Introduction," *Women and the American Economy, Op Cit.*, p. 1.

[9]Westervelt, *Op. Cit.*, p. 12.

[10]Astin, *Op. Cit.*, p. 21.

The third sub-hypothesis of this study is:

3. There is a relationship between the Women's Re-entry Intangible Support Score and the number of semester hours completed.

Scholfield and Caple argue that the mature women student, because of her increased maturity and different life stage, finds more irrelevance than younger students in the educational and activity program of the university because they are designed for the younger student's experience and needs. Furthermore they state that since the mature woman has been out of school for some time, she lacks confidence in her ability as a student, and because of a generation gap does not feel a part of the social milieu of the campus. They conclude that the self-concept of the mature student should be somewhat different from the self-concept of her younger counterpart.[11]

The fourth sub-hypothesis of this study is:

4. There is a relationship between the socio-economic levels of women and the number of semester hours completed.

K. Patricia Cross states that "Family socio-economic status is an important determinant of who goes to college... Because low family socio-economic status is still a barrier to college for women, college women as a group tend to come from a slightly higher socio-economic status than men."[12] Cross continues by reporting that in a

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[11]Larry F. Scholfield and Richard B. Caple, "Self Concepts of Mature and Young Women Students," *The Journal of College Student Personnel*, Vol. 12, number 4, p. 297.

[12]K. Patricia Cross, *Op. Cit.*, 142.

comprehensive study by the New York State Education Department, significantly more women than men charged their college plans because of financial limitations.[13]

The fifth sub-hypothesis of this study is:

5. There is a relationship between the level of education of parents, guardians, and mates and the number of semester hours completed.

Charles E. Werts in a study done for the National Merit Scholarship Corporation reports:

> The ratio of males to females in a sample of 127, 125 college freshman was computed for various fathers' occupations, levels of father's education and academic achievement. Among low achievers, boys were much more likely than girls to enter college, while among high achievers, boys and girls were equally likely to enter college. Among low SES students, boys were much more likely than girls to go to college. Boys and girls whose fathers were closely associated with academia had similar college attendance rates.[14]

Development of the Instrument

A survey of the literature as discussed in Chapter II was conducted in an attempt to locate instruments which measured support. Institutions which have provided special services for women to facilitate their education were contacted in a further effort to obtain an instrument. When none were found which were definitive enough for this study, an original instrument was created and designed. The first step in developing the areas of tangible and

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[13] *Ibid.*, p. 143.

[14] Charles E. Werts, "A Comparison of Male *vs* Female College Attendence Probabilities," *Sociology of Education 41*, Winter 1968, p. 103.

intangible support was to isolate the general sources of support which could be found in the literature. Subsequently, a series of statements were selected from the literature which provided insight to the basic kinds of support.

The instrument was designed to test the hypotheses by exploring the sources of tangible and intangible support which was felt to be important to mature women who wished to continue their education. The instrument consisted of two general parts: the statements needed to locate and measure the degree of support and biographical data questions.

Kerlinger states that content validity consists essentially in judgement.[15] A group of judges (i.e., members of the university faculty and people who counsel mature women) were asked to evaluate the items on the questionnaire to determine if they truly represented items of support which would be important to mature women. Using the items selected by the judges a pilot study was done with a sample of twenty-nine mature women who had returned to a junior college after being out of school for several years. These women were asked to evaluate the items to determine if they truly represented significant areas of support. From the results of these validation tests, the researcher modified items accordingly to gain greater validity in ascertaining what the real sources of support are for mature women.

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[15]Kerlinger, *Op Cit.*, p. 458.

The instrument was revised and re-administered to another group of 30 women. The data from this pretest was coded and entered on IBM cards. In order to test for functional unity, zero order correlation coefficients were computed between item responses and the average overall response for each individual. A correlation coefficient describes the degree of relationship between variables.[16] The items in the questionnaire were again revised and the format was slightly changed as the result of a discussion with some of the participants.

The instrument was then given to a third group of women. These 50 women were between the ages of 35-45 and were enrolled in a nursing program at one of the area vocational and technical schools. Some of the respondents were interviewed by the researcher after they had completed the questionnaire. This interview was primarily conducted to determine what the most meaningful open-ended questions would be in order that they might be included in the final questionnaire. The factor analysis was utilized to (1) detect the patterning of variables with a view to the discovery of new concepts and possible reduction of data, and (2) to test the hypotheses about the structuring of variables in terms of the expected number of significant factors.[17] This factor analysis is presented in Appendix A.

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[16]George A. Ferguson, *Statistical Analysis in Psychology and Education* (New York: McGraw-Hill, 1966), p. 3.

[17]Scarvia B. Anderson, Samuel Ball, Richard T. Murphy and Associates. *Encyclopedia of Educational Evaluation* (San Francisco: Jossey-Bass Publishers, 1975), p. 162-163.

The statements which were chosen to comprise the rating of the Women's Re-entry Support Score in the final instrument were as follows:

1. My friends convinced me that I was capable of doing the course work.
2. My family seemed to make more demands on me when I needed to study.
3. If one of my children became ill, my mate would offer to stay home in order that I could go to class.
4. My friends felt like I should be satisfied with being a housewife.
5. My instructors seemed to feel I was a serious student.
6. My friends were willing to babysit for me if needed.
7. My mate didn't mind if I went to school as long as I got everything else done.
8. My mate was proud of my achievement. (i.e., grades)
9. My friends were interested in what I was learning.
10. The school tried to help me with my financial problems.
11. My mate was pleased with the fact that I was going to school.
12. My friends urged me to continue when I wanted to give up.
13. My employer gave me time off to go to school.
14. My mate was willing to pay for my tuition and supplies.
15. Other students made me feel welcome and were friendly.
16. My mate was not threatened by my returning to school.
17. My instructors were interested in my progress.
18. The school provided an orientation program to prepare me for a course of study.

19. Personal counseling was available to me through the school.
20. Classes were offered to me at times which were convenient.
21. My children respected my study time.
22. My parents gave me money to pay for extras.
23. My employer felt that I would be a more valuable employee if I went back to school.
24. My parents were confident that I was smart enough.
25. My mate made it difficult for me to go to school.
26. My children were willing to help around the house.
27. The school tried to help me with a job when I needed one.
28. My instructors were available for me to talk with.
29. My mate was willing to give up things so that I could go to school.
30. My mate made it possible for me to go to school.

"The type of summated scale most frequently used in the study of social attitudes follows the pattern devised by Rensis Likert (1932) and is referred to as a Likert-type scale."[18] In such a scale, the subjects are asked to respond to each item in terms of several degrees of agreement or disagreement. A Likert-type scale was used in this study with the response range as follows: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral (having no opinion), 4 = Agree and 5 = Strongly Agree. A not-applicable category of 0 was added since it was believed that not all of the respondents would have children or mates. Parten states that the Likert-type five point rating

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[18]Claire Selltiz, Lawrence S. Wrightsman, and Stuart Cook, *Op Cit.*, p. 418.

scales have been widely used in attitude measurement.[19] Selltiz, Wrightsman and Cook state that a disadvantage of the Likert-type scale is that" often the total score of an individual has little clear meaning, since many patterns of response to the various items may produce the same score.[20] They further state that this is not a serious drawback. They reason that "the scale contains a number of items and that these variations on individual items unrelated to the attitude being measured may cancel each other out.[21]

In scoring the questionnaire the researcher determined the Women's Re-entry Tangible and Intangible Support Scores by adding the responses to find the total score and by dividing the total score by the number of items answered to find the average score. The 0 or not-applicable responses were not counted as items counted.

A breakdown of the statements as they relate to the three general sources of support: primary group support, institutional support, and vocational support is shown in Table VI. Primary group support is comprised of support from mate, family, children and friends. Institutional support consists of support received from the University of Oklahoma and the agencies which cooperate with the University in providing services for the women between the ages of 35 and 45, who were enrolled in the University during the Fall

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[19]Mildren Parten, *Surveys, Polls, and Samples: Practical Procedures* (New York: Harper & Brothers, 1950), p. 192.

[20]Selltiz, Wrightsman, and Cook, *Op Cit.*, 420.

[21]*Ibid.*, p. 420.

and Spring semesters of 1971 and 1972. Institutional support is extended in the context of this study to include faculty and personnel which are employed by the University of Oklahoma. Vocational support is the third largest general area of support and in the context of this study refers to support which is associated with one's job.

Items 1-30 of the questionnaire used in this study are all related to the general guiding hypothesis of this dissertation which is: Is there a relationship between the Women's Re-entry Support Score and the number of semester hours completed? The same thirty items are also related to the first hypothesis: Is there a relationship between primary group support, institutional support, and vocational support. Items 1-4, 6-9, 11, 12, 14-16, 21, 22, 24-26, 29, and 30 all directly relate to primary group support. Items 5, 10, 17-20, 23, 27, and 28 directly relate to institutional support. The items which directly relate to vocational support are 13 and 23. The second sub-hypothesis: "Is there a relationship between the Women's Re-entry Tangible Support Score and the number of semester hours completed?" is tested by items 10, 14, and 22. The third sub-hypothesis: "Is there a relationship between the Women's Reentry Tangible Support Score and the number of semester hours completed?" is tested by items 1-9, 11-13, 15-21, and 23 through 30.

Sub-hypothesis number four: "Is there a relationship between the socio-economic levels of women and the number of semester hours completed?" is measured by item 36. The fifth and last sub-

Table VI. Relationship of Statements to Sources of Support.

Primary Group:

1. My friends convinced me that I was capable of doing the course work.
2. My family seemed to make more demands on me when I needed to study.
3. If one of my children became ill, my mate would offer to stay home in order that I could go to class.
4. My friends felt like I should be satisfied with being a housewife.
6. My friends were willing to babysit for me if needed.
7. My mate didn't mind if I went to school as long as I got everything else done.
8. My mate was proud of my achievement (i.e., grades).
9. My friends were interested in what I was learning.
11. My mate was pleased with the fact that I was going to school.
12. My friends urged me to continue when I wanted to give up.
14. My mate was willing to pay for my tuition and supplies.
15. Other students made me feel welcome and were friendly.
16. My mate was not threatened by my returning to school.
21. My children respected my study time.
22. My parents gave me money to pay for extra.
24. My parents were confident that I was smart enough.
25. My mate made it difficult for me to go to school.
26. My children were willing to help around the house.
29. My mate was willing to give up things so that I could go to school.
30. My mate made it possible for me to go to school.

Institutional Support:

5. My instructors seemed to feel I was a serious student.
10. The school tried to help me with my financial problems.
17. My instructors were interested in my progress.
18. The school provided an orientation program to prepare me for a course of study.

Table VI (Continued)

Institutional Support (Continued)

19. Personal counseling was available to me through the school.
20. Classes were offered to me at times which were convenient.
23. My employer felt that I would be a more valuable employee if I went back to school.
27. The school tried to help me with a job when I needed one.
28. My instructors were available for me to talk with.

Vocational Support:

13. My employer gave me time off to go to school.
23. My employer felt that I would be a more valuable employee if I went back to school.

hypothesis: "Is there a relationship between the level of education of parents, guardians, and mates and the number of semester hours completed?" is tested by item 34. Four open-ended items were added to the questionnaire--these are:

37. What factors made it difficult for you to go to school?
38. From what source did you receive the most support?
39. What changes do you think should be made to make it easier for women like yourself to go to school?
40. Additional comments.

A copy of the final questionnaire which was used in this study is shown in Appendix B.

In addition to the information which was received from the questionnaire the researcher worked with the staff of the University Computing Services in designing a program which extracted additional information from each participant's permanent record file.

This program was designed to build a personal history of each woman. Included in this body of information was the enrollment status in 1971 and 1972, the code of the college in which each participant has been enrolled from 1971 to the Spring semester of 1975, the number of semester hours attempted, the number of semester hours completed, and the marital status of each woman, and the number of semester hours taken each of the fourteen semesters from 1971-1975.

The information supplied by this program in accessing the respondent's permanent record file was used in conjunction with the information supplied from the questionnaire in testing the hypotheses of this study.

Design of the Instrument

The appearance of the questionnaire is important in the mail survey since the impression gained from a hasty glance may determine whether or not an attempt will be made to answer it.[22] In order to appeal to the women to whom the questionnaire was mailed much thought was given to the design of the instrument. Since it is known that what appeals to the survey designer may not necessarily appeal to the public, effort was made by the researcher to show the proposed design to many women and to secure their comments and recommendations.

It was decided that the format of the questionnaire would be a self-mailing brochure. Babbie states that the basic method for data collection through the mail has been the transmission of a questionnaire, accompanied by a letter of explanation and a return envelope. He further states that in some cases, it is possible to facilitate this process through the use of a self-mailing questionnaire.[23]

It was hoped that the "toy" value of the brochure would increase the response rate. A reproduction of an illustration used in *Alice in Wonderland* was used on the cover of the brochure. Backstrom and Hursh suggest that there are practical reasons for

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[22]Parten, *Op. Cit.*, p. 383.

[23]Earl R. Babbie, *Survey Research Methods* (Belmont, California: Wadsworth Publishing Comapny, 1973), p. 160.

using colored pages in a questionnaire.[24] Several different colored paper was shown to women in one of the pre-tests and "salmon-colored" paper received the most favorable response. Parten found that commemorative stamps affect results[25] so a large stamp of Clara Moss was used on the envelope in which the brochure was mailed. All of the envelopes were addressed by hand and the researcher signed her name on each brochure. A letter explaining the nature and purpose of the research was written inside the brochure. An altruistic appeal was made to encourage the women to respond. In order to personalize the research instrument a photograph of the researcher was placed beside the appeal. Finally an adhesive tab was affixed to the brochure to facilitate mailing as well as a postage stamp.

Selection of the Subjects

The files at the Office of Admissions and Records on the University of Oklahoma campus indicated that there were 198 women between the ages of 35 and 45, who were enrolled in the University for the fall and spring semesters of 1971 and 1972. They are statistically distributed in the descriptive pattern outlined in Chapter II. Only fifty of these women have persisted in continuing

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[24] Charles H. Backstom and Gerald D. Hursh, *Survey Research* (Minneapolis, Minnesota: Northwestern University Press, 1963), p. 116.

[25] Parten, *Op. Cit.*, p. 386.

their education until they had completed 125 semester hours or until the spring semester of 1975. It was therefore possible to contact this entire population so that sampling procedures were not employed in this study. Babbie states that, "Typically, survey methods are used in the study of a segment or portion--a sample--of a population for purposes of making estimated assertions about the nature of the total population from which the sample has been selected. He cites the two reasons most often influencing the decision to use samples as being time and cost. This researcher felt that since the number of the subjects in the population was statistically significant on the variables studied but numerically small only 198. An attempt to contact all of them was warranted.

Data Collection

The most recent address which was shown on the student's permanent record card was obtained from the Office of Admissions and Records. The questionnaire was intially mailed to 198 people. The researcher found that of this number 196 were women and two of the people contacted were men.

One week after the initial questionnaires had been mailed, the researcher called the women who lived within the Oklahoma City area and who had not responded. Lindsay points out that in his surveys the follow-up card and letter were of much greater value in securing returns than was the original questionnaire.[26] After two weeks following the initial mailing another brochure was mailed

[26]Mildred Parten, *Op. Cit.*, p. 397.

to the nonrespondents with a personal note written by the researcher on the cover.

Data Analysis

While most surveys are aimed at description, many have the additional objective of making explanatory assertions about the population. In order to measure the relationship between the support and non-support items on the questionnaire and the number of semester hours completed and the product moment coefficient of correlation was used. Ary, Jacobs and Razavieh state that, "the Pearson r, is the most commonly used correlation index.[27] "When two variables are highly related in a positive way the correlation between them approaches +1. When they are highly related in a negative way, the correlation approaches -1. When there is little relation between variables, the correlation will be near zero. Thus r provides a meaningful index for indicating relationship. The sign of the coefficient indicates the direction of the relationship. The difference between the coefficient and zero indicates the degree of the relationship." [28]

In a further effort to analyze the data, multivariate analysis was used. Anderson, Ball, and Murphy state that: "Multivariate analysis refers to a series of statistical techniques used for analyzing a set of variables observed on a number of students

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[27] Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education*, (New York: Holt, Rinehart and Winston, Inc., 1976), p. 116.

[28] *Ibid.*, p. 120.

or experimental subjects."[29] The purpose of multivariate analysis is to isolate the effect of each of the independent variables on the dependent variable by examining the relationship between each independent variable and the dependent variable in turn while holding all other independent variables constant.

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[29]Anderson, Ball and Murphy, *Op Cit.*, p. 250.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Description of Population

In order to become more comfortable with the data which will be presented in this chapter, several profiles will be given based on two different categories. These categories are: participants and non-participants, and married and non-married participants. At the beginning of this study the total population was identified as consisting of 198 women who were between the ages of 35 and 45 at the time of their enrollment during the Spring and Fall semesters of 1971 and 1972. After the questionnaire was mailed, it was found that two of the 198 were, in fact, men. They were deleted from the study leaving a total of 136 women. Sixty of these women could not be contacted because of invalid addresses, thereby reducing the sample group to 196.

As Babbie states:

> "In computing response rates, the accepted practice is to omit all those questionnaires that could not be delivered. Then the number of completed questionnaires is divided by the net sample size to produce the response rate."[1]

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[1]Earl Babbie, *Op. Cit.*, p. 165.

Babbie also states that he feels that a response rate of 50 per cent is adequate for analysis and reporting, and that a response rate of at least 60 per cent is good.[2] Eighty-one (81) women responded to the questionnaire used in this study for a response rate of 60 per cent.

In an effort to identify the characteristics of the women who participated in this study and those women who the researcher was unable to locate or to elicit a response, the personal history of each woman which was compiled by use of the computer from the admission records of the University of Oklahoma was examined.

The first table in this chapter, Table VII, is a presentation of selected characteristics of the participants and the non-participants of this study. Seventy-five per cent of the participants were married while only 41 per cent of the non-participants were married at the time of their enrollment in 1971 and 1972. The majority (76%) of the participants were classified as part-time students while over half (59%) of the non-participants were part-time students. Eighty-nine per cent of the participants currently live in the Oklahoma City and Norman area as did 65 per cent of the non-participants when enrolled at the University in 1971 and 1972. Of special interest is that both groups completed almost the same number of hours. When the hours completed were broken into five categories, it was found that twenty-three per cent of the participants and 28 per cent of the non-participants had completed less than 29 hours and 30 per cent of the participants and 36 per cent of the non-participants had completed over 120 hours.

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[2] *Ibid.*, p. 165.

Table VII. Selected Characteristics of Participants and Non-Participants of Study to Determine Relationship of Support Systems to Educational Attainment of Mature Women.

	Married	Non-Married
Participants	75%	25%
Non-Participants	41%	59%

	Enrollment Status	
	Full-Time	Part-Time
Participants	24%	76%
Non-Participants	41%	59%

	Address		
	Norman	Oklahoma City Areas	Other
Participants	58%	31%	11%
Non-Participants	36%	29%	35%

	Hours Completed				
	Less than 29	30-59	60-89	90-119	120 & above
Participants	23%	11%	20%	16%	30%
Non-Participants	28%	14%	17%	5%	36%

Of the eighty-one (81) participants of this study, there were eighty (80) responses which were usable in this study. The variables single, married, divorced, cohabitating and widowed were collapsed into married and non-married due to extremely small numbers in several of the categories. Sixty (60) of the respondents were married and twenty (20) were classified as being non-married at the time of their enrollment.

Testing of the Hypotheses

The primary research problem of this study was to discern the relationship between the amount of support a woman received from her primary group, institution, and employer and the number of semester hours she completed at the University of Oklahoma during the Spring and Fall semesters of 1971 and 1972. The participants were asked to respond to thirty (30) items on a range from one (1) strongly disagree, to five (5) strongly agree.

In order to test the hypotheses of this study the information obtained from the survey questionnaire and the number of semester hours completed by each woman were coded and punched on IBM cards. The statistical procedures were done by using the Statistical Package for the Social Sciences. Table VIII presents the correlation coefficients of the selected variables with the number of semester hours completed.

In an effort to describe and explain the findings of this survey, analyses of each the hypotheses will be presented, the statistical procedure which was used to test the hypothesis will be stated and the findings of each test specified and

Table VIII. Pearson Product Moment r Measuring Support Scores and Selected Variables[a]

Variables	Correlation Coefficient	Level of Significance[b]
Average Total Support	-0.14	.219
Primary Support	-0.03	.804
Institutional	-0.28	.011
Vocational	0.12	.550
Tangible	-0.01	.923
Intangible	-0.15	.182
Number of Pre-School Children	0.000	.994
School Age Children	0.19	.890
Adult Children	-0.18	.117
Education of Mother	0.06	.316[c]
Father	0.13	.128[c]
Mate	0.20	.056[c]
Level of Income	0.00	.491[c]

[a]Sample size, n = 80

[b]Significance is measured by a two-tailed T test unless otherwise noted.

[c]One-tail T test performed.

discussed. The results of the testing of each hypothesis will be presented as it related to all respondants and further analyzed when divided into the sub-groups of married and non-married. Frequency distribution charts for all total group items can be found in Appendix D.

As has been previously stated the guiding hypothesis of this study was:

> There is a relationship between the Women's Re-entry Support Score and the number of semester hours completed.

A regression was computed to find the relationship between the Women's Re-entry Support Score and the number of semester hours completed. As shown in Table VIII the correlation between these two variables is -.14 with a significance of .22, thereby refuting the hypothesis. Which means there is no significant relationship between the support score and the number of semester hours completed All thirty (30) of the support items as presented on pages 42 and 43 and in the copy of the instrument presented in Appendix B were used in measuring this hypothesis. Figures 1a and b show the Women's Re-entry Support Score of both married and non-married participants. As shown, three (3) was the average support score

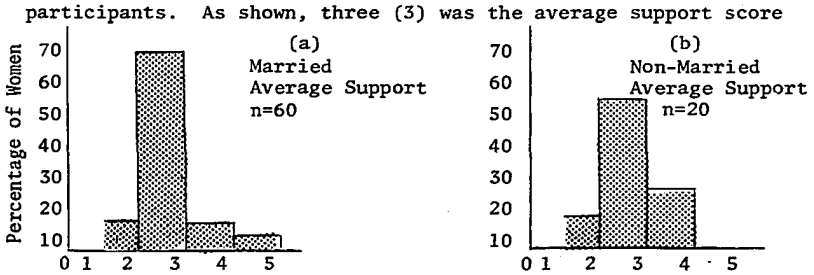


Figure 1. Histograms of percentage of married and non-married women by average support score.

for 66.7 per cent of married and 57.9 per cent of the non-married respondents. Four (4) was the average support score of 15.0 per cent of the married women and by 26.3 per cent of the non-married women. The percentage of women having five (5) as the average support score was 3.3, 5% of married women had 5 as the average support score while no percentage of the non-married women have that score. The testing of the three categories: primary group, institutional and vocational support which constitute the Women's Re-entry Support Score (average total support) is shown in the first sub-hypothesis.

The first sub-hypothesis:

1. There is a relationship between primary group support, institutional support, and vocational support and the number of semester hours completed.

As shown in Table VIII primary support which was measured by the responses to items 1-4, 6-9, 11, 12, 14-16, 21, 22, 24-26, 29, and 30 has a correlation of -.03 when measured against the number of semester hours completed. Consequently, it appears to be completely unrelated to number of hours completed. Figures 2a and b

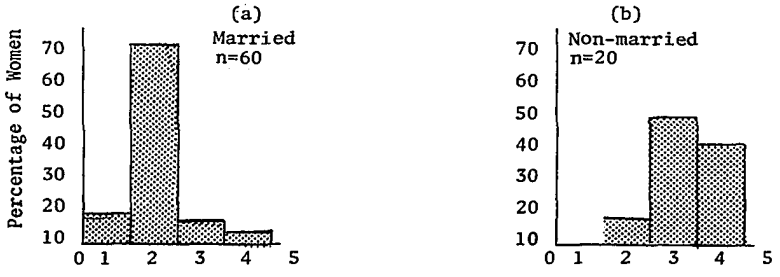


Figure 2. Histogram of percentage of married and non-married women by average primary support.

indicate that in measuring the amount of primary support, the married and non-married groups differed. Fourteen per cent of the married women averaged four (4) when scoring the amount of primary support they received, while 42.1 per cent of the non-married averaged four. Institutional support as shown in Table VIII, although it has a moderately weak correlation of -.28 was significant below the .05 level. The items on the questionnaire which measured institutional support were items 5, 10, 17-20, 23, 27, and 28. When asked to score these items, Figures 3a and b indicate that the non-married participants felt they received more institutional support than did the married participants.

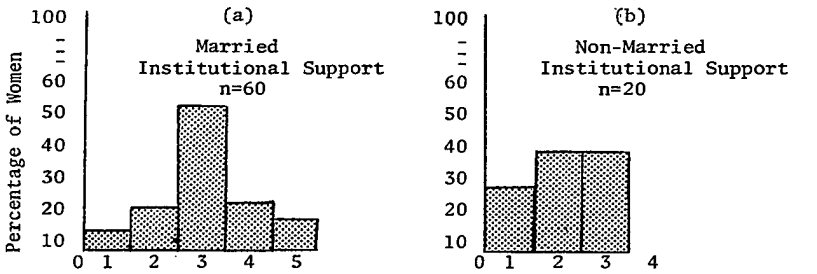


Figure 3. Histogram of percentage of married and non-married women by institutional support score.

Of special interest is the fact that institutional support is the only significant indicator of hours completed. But surprisingly, it is negatively correlated. Vocational support as measured by items 13 and 23 have a correlation of .12 which rejects the hypothesis. This relationship is shown in Table VI. As shown in Figures 4a and b the non-married indicate that they received about the same degree of vocational support as did the

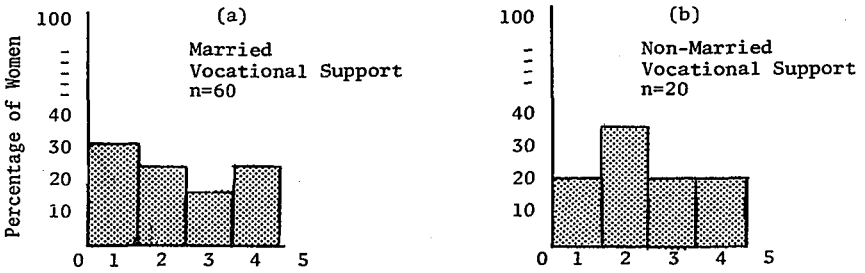


Figure 4. Histograms of percentage of married and non-married women by vocational support score.

married participants.

The second sub-hypothesis:

2. There is a relationship between the Women's Tangible Re-entry Support Score and the number of semester hours completed.

As shown in Table VIII, when this relationship was tested the correlation was -.01, giving it no predictive qualities whatsoever and refuting the hypothesis. Tangible support as defined in this study is to mean material items such as money, materials, food, and transportation. Items 10, 14, and 22 on the questionnaire were used to measure tangible support. Out of 79 cases responding to these items, eight of the respondent's average tangible support score was 2, fifty-five of the women's average tangible support score was 3, fourteen of the women's average tangible support score was 4, and two of the women's average tangible support score was five (5).

In looking at the different averages of the respondents when divided into the groups married and non-married we see in Figures 5a and b that ten per cent of the married group averaged a tangible support score of two (2), as did ten per cent of the non-marrieds. Seventy-three per cent of the married women averaged support score of three (3), while fifty-seven per cent of the women averaged three (3) when responding to the tangible support items. The tangible support score of four (4) was averaged by 13 per cent of married women. Three per cent of the married women averaged a score of five (5) when responding to tangible support items, while none of the non-married women averaged five.

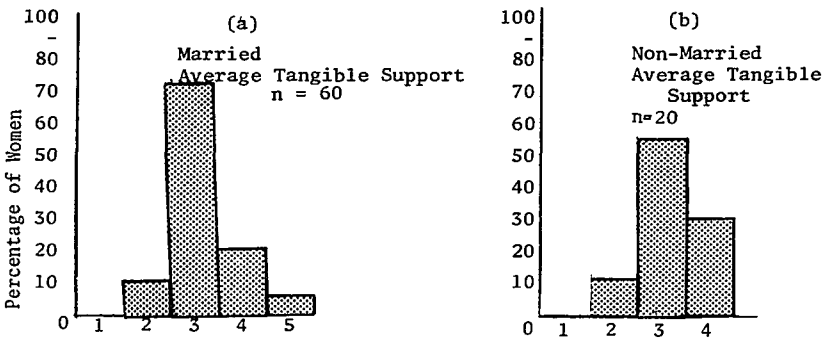


Figure 5. Histograms of percentage of married and non-married women by tangible support score.

The third sub-hypothesis:

3. There is a relationship between the Women's Re-entry Intangible Support Score and the number of semester hours completed.

As shown in Table VIII when this relationship was tested using regression techniques it was found that it had a negative correlation of .15. Thus the hypothesis when measured by the data of this study tested out as being false. Items 1-9, 11-13, 15-21, and 23 through 30 were used to measure intangible support. Intangible support as defined in this study is to include moral and psychological reinforcement and encouragement. Five per cent of the women averaged a score of one (1) when measuring the degree of intangible support they received while enrolled at the University of Oklahoma. Sixteen per cent averaged a score of two (2), thirteen per cent averaged a score of three (3), twenty-eight per cent averaged a score of four (4) and thirty-five per cent averaged a score of five (5).

When the population was divided into the groups of married and non-married, we find a difference in the way they scored intangible support as measured by the instrument used in this study. This is shown in Figures 6a and b . Five per cent of both married and non-married participants average an intangible support score of

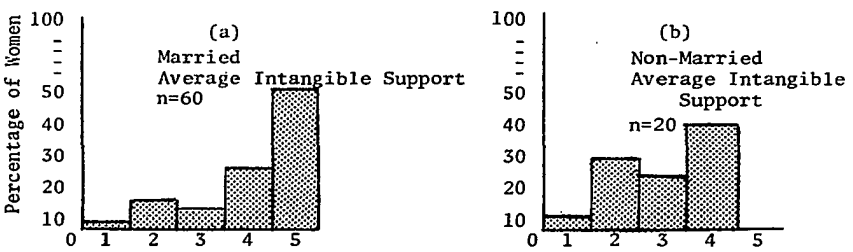


Figure 6. Histograms of percentage of married and non-married women by intangible support score.

one (1). Only fourteen per cent of the married women average a support score of two (2), while twenty-nine per cent of the non-married women averaged two (2). Ten per cent of the participants averaged a score of three (3), while twenty-three per cent of the non-married participants averaged a score of three (3). Twenty-four per cent of the women averaged an intangible support score of four (4), while forty-one per cent of the non-married women averaged a support score of four (4). It is in the highest level of measurement that we find the greatest distinction between the married and the non-married participants. Forty-six per cent of the married women averaged an intangible support score of five (5) and none of the non-married women averaged a support score of five (5).

The fourth sub-hypothesis:

4. There is a relationship between the socio-economic levels of women and the number of semester hours completed.

As shown in Table VIII, when this relationship was tested using correlation analysis, a correlation of .00 was found. In this study the hypothesis that a relationship between the economic levels of women and the number of semester hours completed tested out to be false. This hypothesis was measured by item 34 which asked the respondents to indicate their income level at the time of enrollment. Eight categories were used in this item ranging from an annual income of under $5,000 a year to an income of over $30,000 annually.

Thirteen per cent of the population indicated that they had an annual income of less than $5,000 at the time of their enrollment, four per cent indicated that their income was between $5,001 and $7,000 annually, eight per cent indicated an annual income of $7,001 to $9,000, and four per cent said that their annual income was between $9,001 and $11,000. Nineteen per cent of the women indicated an annual income of between $11,001 and $15,000, while fourteen per cent of the women said that their income was between $15,001 and $20,000 annually. The category marked by the largest percentage of the women was by twenty-four per cent who indicated that their annual income was between $20,001 and $30,000. Several of these women indicated on the questionnaire that this was the income level of their mate's and not their personal income. Thirteen per cent of the women wrote that their income was over $30,000 a year.

A comparison of the income level as indicated by both married and non-married groups is shown in Figures 7a and b. In these figures we can see that the income levels of the married and non-married women differ greatly. Seven per cent of the married women reported that their income was below $5,000 a year at the time of their enrollment, while thirty per cent of the non-married women indicate that that was true in their case. Two per cent of the married women had an income level of between $5,001 and $7,000,

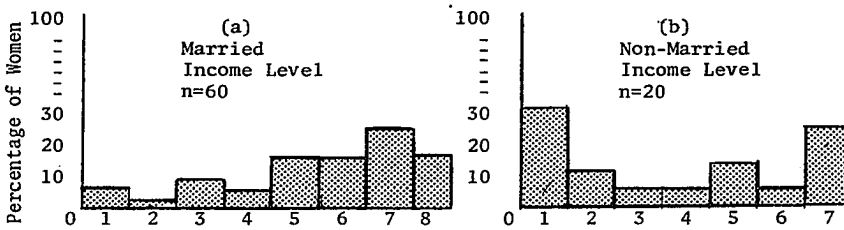


Figure 7. Histograms of percentage of married and non-married women by level of income.

while ten per cent of the non-married women fell into that category. Nine per cent of the married women stated that their income level was between $7,001 and $9,000 annually, while five per cent of the non-married women reported that they received the same amount. Four per cent of the married women reported that their annual income at the time of their enrollment was between $9,001 and $11,000 as did five per cent of the non-married women. Eighteen per cent of the married women stated that their income level was between $11,001 and $13,000 and twenty per cent of the non-married women responded likewise. Eighteen per cent of the married women indicated that their annual income was between $13,001 and $15,000, while only five per cent of the non-married women indicated that this was true in their case. Twenty-four per cent of the married women reported that their annual income was between $15,001 and $20,000, while twenty-five per cent of the non-married women reported that they fell in that category. Eighteen per cent of the married women indicated that their annual income was over $30,000 while none of the non-married women indicated that their income was at that level at the time of enrollment.

The fifth hypothesis:

5. There is a relationship between the level of education of parents, guardians, and mates and the number of semester hours completed.

As shown in Table VIII when a regression was performed testing the relationship of the educational level of the mother as measured by item 34, it had a positive correlation of .05 which is not significant. The correlation of the educational level of the father when measured against the number of semester hours completed was .13. The educational level of the mate was also positively correlated at .20. This indicates that there is a slightly stronger relationship between the education of spouse and persistence than the education of father and persistence, but both are relatively weak. Therefore in this study the fifth sub-hypothesis stating that there was a relationship between the educational levels of mother, father, and mate and the number of semester hours completed tested out to be false.

Forty-five per cent of the participants indicated that their mother had completed the eleventh grade or less, and twenty-four per cent reported that their mothers were high school graduates. Seven per cent of the women indicated that their mothers had attended a trade, business or technical school. Sixteen per cent of the respondents reported that their mothers had completed 1-3 years of college and five per cent reported that their mothers had graduated from college. Only one per cent of the participants of this study indicated that their mothers had done graduate work.

Forty-eight per cent of the women reported that their fathers had less than an eleventh grade education, while twenty-eight per cent of them indicated that their fathers had graduated from high school. Twelve per cent of the women reported that their fathers had attended trade, business, or technical school. Seven per cent of the respondents said that their fathers had attended from one to three years of college, while four per cent reported that their fathers had graduated from college.

Only four per cent of the women reported that their mates had an eleventh grade or less education and fourteen per cent of the respondents indicated that their mates had completed high school. Only one per cent of the women noted that their mates had attended a trade, business or technical school. Seventeen per cent of the women said that their mates had attended three or less years of college, while twenty-one per cent of the women indicated that their husbands had graduated from college. The largest percentage response to any of the categories that indicated the educational level of the mate was thirty-seven per cent who stated that their mates had done graduate work.

The educational levels of mother, father and mate as related to the number of semester hours completed by the married and non-married participants are shown in Figures 8 through 10.

As previously stated, the guiding hypothesis of this study and the five sub-hypotheses as tested with the data and by the procedures reported in this section were all false.

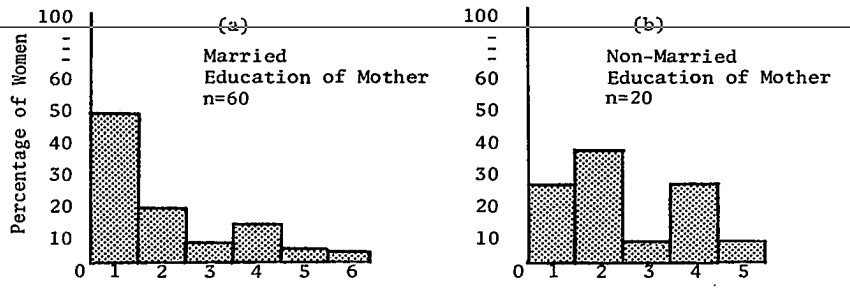


Figure 8. Histograms of percentage of married and non-married women by educational level of Mother.

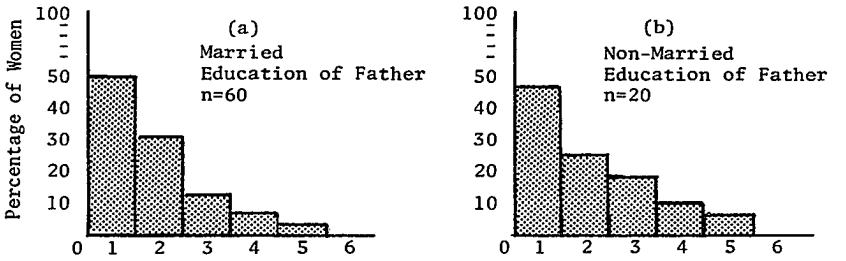


Figure 9. Histograms of percentage of married and non-married women by educational level of Father.

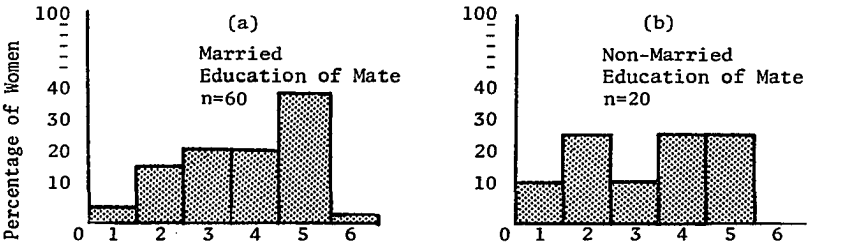


Figure 10. Histograms of percentage of married and non-married women by educational level of mate.

Relationship of Non-Support Items

In a further examination of the data the following non-support items were considered: material status, enrollment status, and the number of children of the respondents. As seen in Table IX, when the number of semester hours completed was measured against the number of pre-school age children the correlation is .00 which allows no prediction. However, the number of school age children has a marginally significant positive correlation of .19 with the number of hours completed. The number of adult children is negatively correlated, (-.18) but of at most marginal significance.

In order to explore the relationships between the marital status and the enrollment status of the participants and the number of semester hours completed, an analysis of variance was performed. Table IX presents the two-way analysis of variance which was done to measure the interaction between marital status and enrollment status.

Table IX- ANOVA of Hours Completed by Marital Status and Enrollment Status.[a]

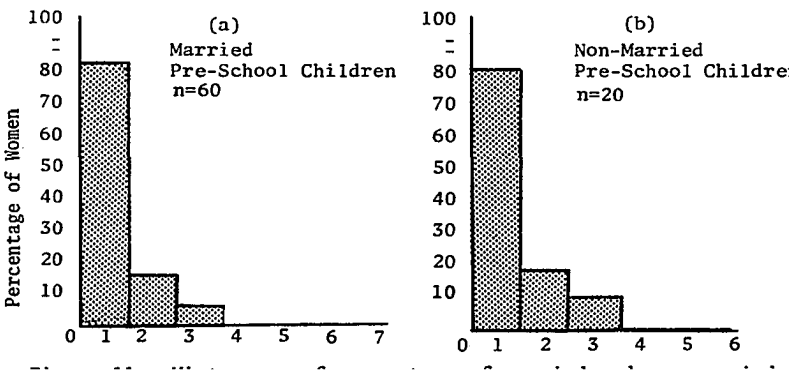
Sources of Variation	df	MS	F	p
Total	74			
Main Effects	4	5068.500	8.055	0.095
Marital Status	3	2389.044	0.969	0.999
Enrollment Status	1	17859.926	7.243	0.009
Interaction	I	670.727	0.272	0.999
Residual Error	69	2455.363		

[a]Number of cases, n = 80

By decomposing the main effects into marital status and enrollment status we find that enrollment status is significantly related to the number of semester hours completed at p.<05.

As indicated in the survey of the literature in Chapter II, it was believed that the number and ages of a woman's children would greatly influence her decision as to when to return to school and her ability to persist in continuing her education. As seen in Table VIII when regressions were performed on pre-school children the correlation coefficient was .00, which means there is no relationship between the number of pre-school age children and the number of semester hours completed. However, the correlation coefficients for school age and adult children are .19 and -.18 respectively.

Figures 11a and b show that both the married and the non-married groups of women have about the same number of pre-school children. As indicated in Figures 12a and b, the non-married women had fewer school age children than did the married women. In Figures 13a and b, we find that married women had more adult children than did the non-married women.



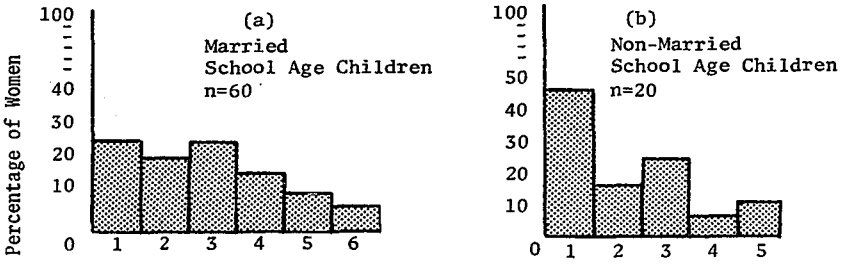


Figure 12. Histograms of percentage of married and non-married women by number of school age children.

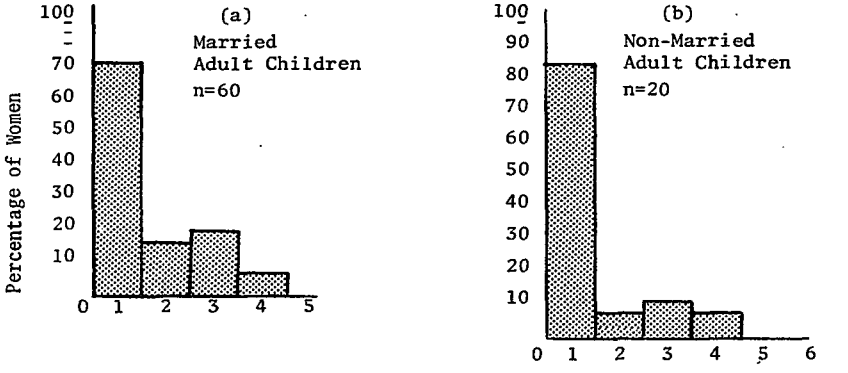


Figure 13. Histograms of percentage of married and non-married women by number of adult children.

Content Analysis of Open Ended Questions

In addition to the thirty (30) support items and the non-support items in the questionnaire, the respondents were asked to comment on four open-ended items. These four items were: (1) What

factors made it difficult for you to go to school? (2) From what source did you receive the most support? (3) What do you think could be done to help women like yourself go to school? and (4) Comments. Seventy-eight (78) of the eighty-one (81) respondents answered these open-ended questions. The succeeding comments are a presentation of the responses to each question.

When asked what factors made it difficult for them to go to school, the majority of the women stated that the budgeting of time presented the largest obstacle. One respondent: "My own reluctance to give up any of the activities of homemaking that I was used to doing. I have very high standards." Another woman wrote: "Time...meeting many diversified responsibilities which pulled me in different directions." One woman with two children, who noted that she had two children and was the wife of a professional man who worked twelve hours a day and could not help her with the housework wrote: "It is very difficult to run a household, be a mother, dedicated student and wife." Several of the participants reported that it was difficult to find enough time alone to study. One woman suggested that classes be lengthened if necessary to cut down on the amount of time needed to do homework. All of the statements which indicated that time presented the greatest difficulty in returning to school were summarized by the woman who said: "Time... not enough to do everything that needs to be done."

Seventeen per cent of the women stated that money was the most difficult factor for them. One woman, who was divorced with three children, said that her income level was too high for loans

or grants, but not sufficient for her expenses. Another participant reported that the cost for car repairs, tires and clothes presented a difficulty. This particular woman was forced to quit school because in addition to these expenses she had to pay for major surgery. She stated that her reason for quitting school was "purely financial."

Parking was cited as being the most difficult factor women encountered in returning to school. One woman who commuted from Oklahoma City daily said, "The parking situation is terrible." She also mentioned that the campus was dimly lit at night and that she did not always feel safe. Another commuter student stated that: "Parking for late classes made me want to give up at times."

Twenty-one per cent of the women who participated in this study felt that the lack of counseling presented a difficulty for them. Different reasons to support the need for counseling were given. One woman said that her difficulty was in not knowing exactly what to major in. She felt that "better counseling" could benefit her. Several of the women indicated that the type of counseling that was needed was vocational counseling. One woman wrote that she already had two degrees and was about to complete a third, and still did not know how to get a job. Another woman wrote that she felt that better academic counseling was in order.

Having been out of school for a period of time presented difficulties for some of the women. One woman with four children, who paid for her education with her divorce settlement, said that

her biggest problem in returning to school was: "Flabby brain muscles--been out of school for twenty-five years." The woman went on to comment: "If I could do it--anyone can!" A faculty wife stated that her biggest difficulty was "the information gap in the science field in the last twenty years." Another woman wrote that her difficulty was a lack of self confidence, "feeling unable to compete with the younger college students."

Negative attitude on the part of some faculty members and lack of adult companionship while on campus was cited by some women as being an important difficulty. One woman wrote that "the teachers don't care if you do or don't come to class." A woman who reported that although she "kept a 3.5 to 4.0 point grade-point average, always did my homework, reports plus extra work, I found that due to my age or the fact that I was a faculty wife, that some of the teachers felt I was playing at going to school."

The attitude of mates also presented difficulties for some of the respondents. One woman wrote that the factor that made it most difficult for her to go to school was: "at times her husband's attitude." A woman with three children wrote that family and peer group pressures made it difficult for her to go to school. She suggested that husbands need to be educated early in the marriage. One woman wrote that the "lack of support I received from my husband when I returned to school, led to a divorce."

Several women stated that the scheduling of classes presented a barrier to them when they were returning to school. One woman wrote that "late labs were hard to make." Another wrote that

having the unified examinations at night made it difficult for her.

When asked from what source did you receive the most support, fifty-five per cent of the women responded from their mates. A woman with four children reported that her husband's "encouragement kept me going during some dark hours." Another woman whose children were grown and away from home wrote: "From my husband--he never objected and always sympathized." Children and families were also frequently cited as being supportive by the respondents. One woman, who stated that having to work in her husband's accounting firm made it difficult for her to go to school, credited her son-in-law as being the person who was most supportive of her educational endeavors. One woman, who has just undertaken another degree program, cited her mother-in-law and older children as the source from which she received the most support.

Thirty-one per cent of the respondents stated that they received the most support from themselves. One woman wrote that her inner drive was her source of support. Another wrote: "inner compulsion and determination." A woman who wrote that her re-enrollment in college was precipitated by a seminar for women that she took one summer, stated that she received the most support from: "a growing sense of capability."

One woman who attended the University on funds received from grants and scholarships noted that the source from which she received the most support was "precious professors." One successful business woman who attended classes in the evenings listed the names of three professors whom she felt had been very supportive of her.

Another source of support for some women was friends. One woman who suggested that some sort of supportive counseling be offered to students who attended the University at night felt that she received the most support from other mature students.

When asked "What changes do you think should be made to make it easier for women like yourself to go to school?", forty per cent of the women felt that the institution should make changes. Better parking facilities and more flexible scheduling were mentioned frequently by the respondents. One woman stated, "It would be helpful to have 'catch up' courses to fill in the missed material which you didn't happen to keep up with while you were out of school." Another participant who objected to women having it any easier than men felt that there could be a larger selection of evening courses and more courses offered in the summer. She praised the University's intersession program. A woman with four children wrote, "Wider selection of evening and weekend classes for mothers like myself who want to raise own children but still enroll in classes."

Twenty-five per cent of the participants felt that special orientation programs for women and for part-time students was warranted. One woman felt that a special orientation program for husbands was needed "so that they would understand what we are going through." One respondent stated that an orientation program would be beneficial and stated that this orientation should take place in time to help with the problems of being admitted to the University and at the time of enrollment.

One fourth of the women wrote that more counseling was needed. One woman wrote: "I am 47 years old, have no work experience--and my degree did not open any magic doors. It is very disappointing. Counseling at the beginning might have helped. Education was not where I should have been." A woman who related that her children enjoyed her being a "fellow" student felt that "Faculty or some kind of counseling should be readily available to provide the necessary direction." A woman who was recently divorced at the time of her enrollment stated that there should be "counseling as to what you can do in the shortened time at middle age--that is both financially and emotionally rewarding." A participant who plans to return to college again and obtain a master's degree felt that in addition to giving credit for life experiences "some cohesiveness is needed to make women feel a part of the University." Another woman noted that counseling was needed for "assistance in decision-making and establishing priorities."

Several women who were interested in nursing or who were nurses felt that scheduling changes should be made in the nursing curriculum. One woman with six children who had earned two nursing degrees felt that a nursing student should: "Be able to take as many or as few classes as the student wishes." Another nurse felt that courses should be offered over the teleconference.

When asked for additional comments the responses were varied. One woman suggested that the University consider providing free text books and that professors accept handwritten papers from people for whom the expense of typing was prohibitive. Another

woman stated: "If a woman my age wishes to get a college education, she must make certain sacrifices and if she is not willing to do this and does not have a husband and family that will cooperate, she had better not start...It's not easy!" One woman responded, "I enjoyed every minute. I think back on it as one of the happiest periods of my life." Perhaps all of the frustrations and joy of education were epitomized by the woman who wrote at the bottom of her survey form: "I would like to encourage (or discourage) others by telling them it took me more than twenty years to graduate from college...so don't give up."

Discussion

There are several factors that play a role in explaining the apparent contradictions between the theoretical rationale for the need of support systems as presented in Chapter II and the findings of the testing of the hypotheses as presented in this chapter. One explanation lies in the nature of the population for this study. The researcher was able to elicit 60 per cent response. The failure of the remaining 40 per cent to respond could indicate a sampling bias. In studying the characteristics of the participants and the non-participants we find that this is a highly mobile population. This leads the researcher to believe that the lack of persistence had nothing to do with either the desire for achievement or the degree of support.

A study of the responses to the open ended items that appeared in the questionnaire gives us one of the most plausible explanations of the findings of this research. As was previously

stated when asked, "From what source did you receive the most support?", thirty-one per cent of the women responded "self." Others reported that their own motivation was the factor which led to their achievement. Many psychologists have studied motivation and have tried to list the drives or needs that explain the direction, and the persistence of behavior. A. H. Maslow used six categories: physiological needs (such as hunger and thirst); needs for safety; needs for love, belongingness and acceptance; need for esteem, achievement, and status; needs for self-actualization; and cognitive needs (such as curiosity).[1] Returning to school could fulfill both the need for self-actualization and the cognitive needs. It is possible that motivation (internal support) is more important to educational attainment than are support systems (external support).

The instrument which was constructed for use in this study did not solicit information which measured motivation. This study sought to measure the relationship between the number of semester hours completed and the amount of encouragement women received while continuing their education.

Another factor which is an important consideration in explaining the findings of this study is found in attribution theory. In his article on "Attribution Theory, Achievement Motivation, and the Educational Process," Weiner makes application of attribution to the educational process. He states: "Inasmuch as perceptions

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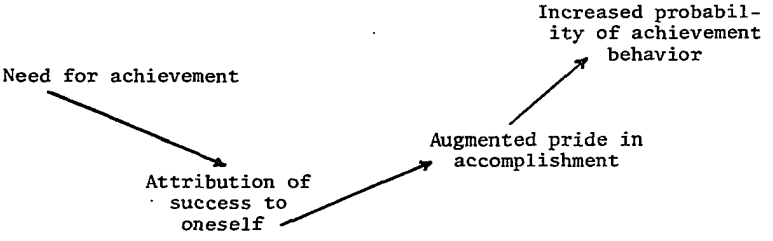
[1]Abraham H. Maslow, "A Theory of Human Motivation," *Psychological Review 50*, 1943.

of causality influence the effect experienced in achievement-orientated activities, one's causal biases when interpreting success or failure have important implications for achievement striving."[2] As Weiner's drawing suggests, because of her need for achievement when a women succeeds she could attribute the success to herself and this would increase the probability of her achievement behavior.



In this study the actual amount and quality of encouragement was not studied. The researcher did not gather information from the woman's primary group, institution or employer, but from the woman herself. Hence what was studied was the woman's perception of the support she received.

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[2]Bernard Weiner, "Attribution Theory, Achievement Motivation, and the Educational Process," *Review of Educational Research* 42, No. 2, p. 206 (1976).

Another factor which should be considered when studying the results of this research is that the researcher did not know if educational attainment was the goal of the women involved. An assumption was made for purposes of this study that persistence was the objective. The mid-life crisis is given the dimensions of generativity *vs* self absorption. A woman between the ages of 35 and 45 is at a point in her life when she is compelled to make changes and to grow as a person. None of the women in the study were asked why they returned to school. For many, the memories of college were probably fond memories. If their education was interrupted by marriage and the bearing and raising of children the chances are that they had harbored a desire to return to college for many years. Their re-entry at the University might have only been a sign of the transition in their lives. After returning to school, many women might have decided that college was not the place for them even if they were in a supportive environment.

One startling finding of this study is that some of the women who had completed the most hours reported having the least amount of support. This discrepancy could be due to the fact that encouragement was measured from the Fall and Spring semesters of 1971 and 1972 until 1975 when the women were 35 to 45 years old. No effort was made to determine the amount of encouragement prior to that time. This lack of comparison could affect the generalizability of the findings.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the role of support systems in the educational attainment of mature women. Through descriptive research procedure the writer sought to answer this question: What were the sources of tangible and intangible support for women between the ages of 35 and 45, who were enrolled at the University of Oklahoma during the fall and spring semesters of 1971 and 1972? Secondarily, the writer sought to determine if there was a relationship between the degree of support received from those support systems and the number of semester hours they completed.

The major findings of this study were as follows:

1. There does not appear to be a relationship between the Women's Re-entry Support Score and the number of semester hours completed.
2. There does not appear to be a relationship between primary group or vocational support and the number of semester hours completed. There was a negative correlation between institutional support and the number of semester hours completed.
3. There does not appear to be a relationship between the Women's Re-entry Intangible Support Score and the number of semester hours completed.

4. There does not appear to be a relationship between the socio-economic levels of women and the number of semester hours completed.
5. There does not appear to be a relationship between the educational level of parents or guardians and the number of semester hours completed. There is a marginal relationship between the educational level of mates and the number of semester hours completed.

The design for the examination of the research problem was a survey in which the participants were asked to respond to a series of thirty (30) items, which were used to measure degrees of support that the women felt that they received from primary group, institution, and from employer. In addition non-support items and open ended questions were included in the questionnaire. The items used on the questionnaire were derived from a survey of the literature and from conversations with mature women and counselors who work with mature women.

The population for the study consisted of 196 women who were between the ages of 35 and 45 and enrolled in the University during 1971 and 1972. Sixty per cent of the women to whom the questionnaires were mailed responded and comprise the sample used in this study.

The statistical models chosen for testing the hypotheses were regression and analysis of variance. The responses to the mail survey were punched into computer cards for data compilation and statistical tests were calculated at University Computing Services on the University of Oklahoma campus.

Conclusions

The following conclusions are presented subject to the limitations of the study and to the population used in the study--women 35 to 45 at the time of their undergraduate enrollment at the University of Oklahoma.

The major question which was to be answered by this study was, "Is there a relationship between the amount of support a woman receives and the number of semester hours she completes?" The respondents indicated that there was no positive relationship. Through an examination of the levels of response and the number of semester hours completed, one can conclude that women do persist in continuing their education with only a minimum amount of support.

This researcher, after looking at the findings of this study, concludes that our society too often submits to the illusion that providing extraordinary support systems to underachievers will enable them to meet or exceed the accomplishments of those who excel. This study indicates, however, that it is not the support or lack of support provided by others which compels women to succeed, but it is that intangible and veritable quality within each woman which demands a personal, irrevocable commitment to achieve regardless of the encountered difficulties.

Recommendations

This study has limited itself to exploring the relationship between perceived external support and educational attainment as measured by the number of semester hours completed. After analyzing the findings of this study the following recommendations for future research and for institutions of higher learning are made:

1. Similar studies could be done which measure the amount of support received from women who are currently enrolled in school. While this would still be a measure of perceived support it would be a current evaluation of the participant and not be dependent upon what the respondent remembers as being accurate. Studies of this kind might find differences in the sources to which women attribute support.

2. Studies which employ other data gathering techniques such as the interview as opposed to the mail-out questionnaire might be more successful in measuring the relationship between the number of semester hours completed and educational attainment.

3. Criteria other than the number of semester hours completed might be used to measure the importance of support systems.

4. Studies which employ other research designs may be effective in measuring actual support as opposed to perceived support.
5. A study using the same methodology and procedures as discussed in this dissertation but using a population which has as its goal educational attainment might prove more definitive.

Some recommendations developed from the responses to open-ended questions included in the questionnaire are readily available:

1. Campus access should be improved if the University of Oklahoma wants to attract the mature student. As found in this study most of the older students are part-time students and commute to the University. If more adequate transportation were provided, the older student, who wants to return to college will respond.
2. More convenient and flexible class scheduling and simplified enrollment procedures would be very attractive to adult women.
3. Perhaps the most urgent need that the women who participated in this study expressed was the need for more counseling. Academic counseling, value clarification, as well as personal counseling are needed if the university is to discharge its obligation to the mature woman student.

This study shows women will achieve in spite of a lack of support but, "Education, like every other important entity of society, must be responsive to the world it serves or suffer from

the constant danger of becoming static and lifeless!"[3] It is likely that at a time when educational institutions are faced with lagging enrollments of traditional students and with more and more mature women returning to college education, will become responsive to the world of women.

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[3]Samuel Gould, editor, *Diversity by Design*, (San Francisco: Jossey-Bass Publishers, 1975), p. 1.

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APPENDIX A

FACTOR ANALYSIS

FACTOR ANALYSIS

Factor I

The first three questions (21, 32, and 19) are the strongest. These are support from significant others (faculty and instructors) and from other students.

N 21. My instructors made me feel like I was dumber than the other students.

P 32. The faculty was available for me to talk with.

P 19. Other students were friendly and helpful.

P 16. My friends encouraged me to continue when I wanted to give up.

P 17. My employer gave me time off to go to school.

N 24. I had independence in selecting my own topic of study.

N 25. My children respected my study time.

N 20. My mate viewed my returning to school as a threat to our relationship.

N 4. When I enrolled in 1971, it was important to me to get a degree.

Factor II

The largest factor shown in this cluster is support by children. Encouragement by friends is also important. Family support also shows up to be important. Noticeably excluded from this cluster is support from mate.

Factor II (Continued)

P 34. My children were willing to help with household work.

N 13. My friends thought that I was too old to go to school.

P 16. My friends encouraged me to continue when I wanted to give up.

P 15. The institution tried to help me with my financial problems.

P 32. The faculty was available for me to talk with.

N 4. When I enrolled in 1971, it was important to me to get a degree.

P 26. My parents gave me money to pay for extras.

N 28. My employer promised to give me a raise if I went back to school.

P 20. My mate viewed my returning to school as a threat to our relationship.

P 25. My children respected my study time.

P 31. The institution I attended tried to help me get a job when I needed one.

P 21. My instructors made me feel like I was dumber than the other students.

P 22. The institution I attended provided an orientation program to prepare me for my course of study.

N 18. My children began to think that I knew something.

Factor III

Two trends are shown here. Discouragement by mate, employer, and institution and support of children.

Factor III (Continued)

P 30. My mate made me quit school.

P 18. My children began to think that I knew something.

N 17. My employer gave me time off to go to school.

P 9. My friends offered to babysit for me.

N 15. The institution tried to help me with my financial problems.

N 24. I had independence in selecting my own topic of study.

Factor IV

The largest factor in this cluster was the support given by the institution in securing a job for the woman. The negative trend in discouragement and non-support by mate and friends.

P 31. The institution I attended tried to help me get a job when I needed one.

N 14. My mate told his friends that I was attending college.

N 16. My friends encouraged me to continue when I wanted to give up.

N 6. If one of my children became ill, my mate would offer to stay home in order that I could go to classes.

P 33. My children were willing to give up things so that I could go to school.

P 23. Personal counseling was available to me.

N 28. My employer promised to give me a raise if I went back to school.

N 17. My employer gave me time off to go to school.

Factor V

This cluster is dominated by non-support by children and employer.

P 5. My children seemed to make more demands on me when I had a paper to write or needed to study for a test.

N 33. My children were willing to give up things so that I could go to school.

N 28. My employer promised to give me a raise if I went back to school.

P 15. The institution tried to help me with my financial problems.

N 27. My parents were confident that I was "college material".

P 22. The institution I attended provided an orientation program to prepare me for my course of study.

N 9. My friends offered to babysit for me.

N 13. My friends thought that I was too old to go to school.

N 17. My employer gave me time to go to school.

Factor VI

Factors here are university orientation and the indifference shown by mate and the support in adversity by mate.

P 22. The institution I attended provided an orientation program to prepare me for my course of study.

P 10. My mate didn't mind if I went to school as long as I got everything esle done.

P 6. If one of my children became ill, my mate would offer to stay home in order that I could go to classes.

P 13. My friends thought that I was too old to go to school.

N 9. My friends offered to babysit for me.

Factor VII

The predominent factor in this cluster is parental support.

P 4. When I enrolled in 1971, it was important to me to get a degree.

N 7. My parents felt like I should be satisfied with just being a housewife.

P 11. My children were proud of my grades.

P 15. The institution tried to help me with my financial problems.

P 27. My parents were confident that I was "college material".

N 13. My friends thought that I was too old to go to school.

P 8. Faculty members seemed to feel that I wasn't a serious student.

P 24. I had independence in selecting my own topic of study.

N 12. My mate was interested in talking about what I was learning.

Factor VIII

The two trends which are apparent here are encouragement and support by mate and the support from parents.

P 12. My mate was interested in talking about what I was learning.

N 20. My mate viewed my returning to school as a threat to our relationship.

N 10. My mate didn't mind if I went to school as long as I got everything else done.

P 26. My parents gave me money to pay for extras.

P 27. My parents were confident that I was "college material".

P 19. Other students were friendly and helpful.

Factor VIII (Continued)

P 24. I had independence in selecting my own topic of study.

N 9. My friends offered to babysit for me.

Factor IX

The two trends seen in this factor are discouragement and non-support by acquaintances and family and support by employer.

P 29. The people that I worked with made fun of me for going to school.

P 28. My employer promised to give me a raise if I went back to school.

N 6. If one of my children became ill, my mate would offer to stay home in order that I could go to classes.

N 25. My children respected my study time.

N 9. My friends offered to babysit for me.

N 13. My friends thought that I was too old to go to school.

P 27. My parents were confident that I was "college material".

P 21. My instructors made me feel that I was dumber than the other students.

P 32. The faculty was available for me to talk with.

Factor X

The primary factor in this cluster is faculty and counseling support and secondly, the encouragement by mate and friends.

N 8. Faculty members seemed to feel that I wasn't a serious student.

Factor X (Continued)

P 23. Personal counseling was available to me.

P 14. My mate told his friends that I was attending college.

N 13. My friends thought that I was too old to go to school.

P 20. My mate viewed my returning to school as a threat to our relationship.

N 26. My parents gave me money to pay for extras.

P 24. I had independence in selecting my own topic of study.

APPENDIX B

SURVEY INSTRUMENT

During 1971 and 1972, 198 mature women enrolled in courses at the University of Oklahoma. They came to the university for a variety of reasons, but they shared one basic goal--a desire for increased knowledge. After much deliberation, I too returned to the university after several years absence. I have had to overcome many serious difficulties in order to do this, and I know that the 198 women who are being asked to participate in this study experienced many difficulties also.



JOY REED

University records indicate that you are one of these 198 women. I truly need your help.

Previous studies have provided very little insight into the encouragement which we, as women, receive from others in developing our potential. Traditionally, women have been asked to help others in developing their potential. Seeking and finding support for ourselves, whether monetary or emotional, is often difficult. With this questionnaire, I want to determine, in part, (1) how to better meet our needs as students; (2) how to help us cope with children and/or mate; (3) how to help us deal with the awkwardness or frustration we sometimes feel which is typified by the illustrations of Alice in Wonderland; in short, how to help us help ourselves and those women who will follow us.

You can assist me by taking the time to fill out the questionnaire inside this brochure. It is a self mailer so all you need to do is seal it with my address showing, and drop it in the mail. Your response will be kept confidential.



Upon completion of my doctorate in adult education, I plan to further help women who are interested in continuing their education. I am vitally interested in helping women achieve their potential so that Alice in Wonderland will remain only a delightful masterpiece of imagination for children--a fairy tale--not a reality for today's woman.

Thank you for your assistance. If you wish to have a copy of my findings, please fill out the name and address blank at the end of the questionnaire.

Here's to a better world through knowledge.

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Ms. Joy Reed
P.O. Box 2207
Norman, Okla.
73070



"Come, my head's free at last," said Alice in a tone of delight, which changed into alarm in another moment, . . . all she could see when she looked down, was an immense length of neck . . . " ***Alice in Wonderland by Lewis Carroll***

QUESTIONNAIRE

MANY FACTORS CAN ENCOURAGE OR DISCOURAGE PEOPLE WHO WANT TO CONTINUE THEIR EDUCATION. PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBED YOUR SITUATION. ONLY RESPOND TO THE ITEMS WHICH WERE APPLICABLE TO YOU.

5. STRONGLY AGREE
4. AGREE
3. NEUTRAL
2. DISAGREE
1. STRONGLY DISAGREE
0. NOT APPLICABLE

1. MY FRIENDS CONVINCED ME THAT I WAS CAPABLE OF DOING THE COURSE WORK.	0	1	2	3	4	5
2. MY FAMILY SEEMED TO MAKE MORE DEMANDS ON ME WHEN I NEEDED TO STUDY.	0	1	2	3	4	5
3. IF ONE OF MY CHILDREN BECAME ILL, MY MATE WOULD OFFER TO STAY HOME IN ORDER THAT I COULD GO TO CLASS.	0	1	2	3	4	5
4. MY FRIENDS FELT LIKE I SHOULD BE SATISFIED WITH BEING A HOUSEWIFE.	0	1	2	3	4	5
5. MY INSTRUCTORS SEEMED TO FEEL THAT I WAS A SERIOUS STUDENT.	0	1	2	3	4	5
6. MY FRIENDS WERE WILLING TO BABYSIT FOR ME IF NEEDED.	0	1	2	3	4	5
7. MY MATE DIDN'T MIND IF I WENT TO SCHOOL AS LONG AS I GOT EVERYTHING ELSE DONE.	0	1	2	3	4	5
8. MY MATE WAS PROUD OF MY ACHIEVEMENT (I.E. GRADES).	0	1	2	3	4	5
9. MY FRIENDS WERE INTERESTED IN WHAT I WAS LEARNING.	0	1	2	3	4	5
10. THE SCHOOL TRIED TO HELP ME WITH MY FINANCIAL PROBLEMS.	0	1	2	3	4	5
11. MY MATE WAS PLEASED WITH THE FACT THAT I WAS GOING TO SCHOOL.	0	1	2	3	4	5
12. MY FRIENDS URGED ME TO CONTINUE WHEN I WANTED TO GIVE UP.	0	1	2	3	4	5
13. MY EMPLOYER GAVE ME TIME OFF TO GO TO SCHOOL.	0	1	2	3	4	5
14. MY MATE WAS WILLING TO PAY FOR MY TUITION AND SUPPLIES.	0	1	2	3	4	5
15. OTHER STUDENTS MADE ME FEEL WELCOME AND WERE FRIENDLY.	0	1	2	3	4	5
16. MY MATE WAS NOT THREATENED BY MY RETURNING TO SCHOOL.	0	1	2	3	4	5
17. MY INSTRUCTORS WERE INTERESTED IN MY PROGRESS.	0	1	2	3	4	5
18. THE SCHOOL PROVIDED AN ORIENTATION PROGRAM TO PREPARE ME FOR MY COURSE OF STUDY.	0	1	2	3	4	5
19. PERSONAL COUNSELING WAS AVAILABLE TO ME THROUGH THE SCHOOL.	0	1	2	3	4	5
20. CLASSES WERE OFFERED AT TIMES WHICH WERE CONVENIENT TO ME.	0	1	2	3	4	5
21. MY CHILDREN RESPECTED MY STUDY TIME.	0	1	2	3	4	5
22. MY PARENTS GAVE ME MONEY TO PAY FOR EXTRAS.	0	1	2	3	4	5
23. MY EMPLOYER FELT THAT I WOULD BE A MORE VALUABLE EMPLOYEE IF I WENT BACK TO SCHOOL.	0	1	2	3	4	5
24. MY PARENTS WERE CONFIDENT THAT I WAS SMART ENOUGH.	0	1	2	3	4	5
25. MY MATE MADE IT DIFFICULT FOR ME TO GO TO SCHOOL.	0	1	2	3	4	5
26. MY CHILDREN WERE WILLING TO HELP AROUND THE HOUSE.	0	1	2	3	4	5
27. THE SCHOOL TRIED TO HELP ME FIND A JOB WHEN I NEEDED ONE.	0	1	2	3	4	5
28. MY INSTRUCTORS WERE AVAILABLE FOR ME TO TALK WITH.	0	1	2	3	4	5
29. MY MATE WAS WILLING TO GIVE UP THINGS SO THAT I COULD GO TO SCHOOL.	0	1	2	3	4	5
30. MY MATE MADE IT POSSIBLE FOR ME TO GO TO SCHOOL.	0	1	2	3	4	5

PLEASE CHECK THE SPACE WHICH WAS MOST APPROPRIATE TO YOUR SITUATION:

31. STATUS AT TIME OF ENROLLMENT:

_____ SINGLE _____ DIVORCED _____ COHABITATING _____ MARRIED _____ WIDOWED _____

32. _____ FULL-TIME STUDENT _____ PART-TIME STUDENT

33. WHAT WERE THE AGES OF YOUR CHILDREN AT TIME OF ENROLLMENT? _____

34. HIGHEST LEVEL OF EDUCATION ATTAINED BY YOUR PARENTS OR GUARDIAN AND SPOUSE?

	MOTHER	FATHER	SPOUSE
11th GRADE OR LESS	_____	_____	_____
HIGH SCHOOL GRADUATE	_____	_____	_____
TRADE, BUSINESS OR TECH SCHOOL	_____	_____	_____
1 – 3 YEARS COLLEGE	_____	_____	_____
COLLEGE GRADUATE (4 YEARS)	_____	_____	_____
GRADUATE STUDY	_____	_____	_____

35. WHAT WERE THE SOURCES OF FINANCING YOUR EDUCATION?

	MAJOR SOURCE	MINOR SOURCE	NOT AT ALL
FULL OR PART-TIME WORK	_____	_____	_____
SAVINGS	_____	_____	_____
PARENTAL AID	_____	_____	_____
EMPLOYER AID	_____	_____	_____
SPOUSE'S AID	_____	_____	_____
GRANTS/SCHOLARSHIPS	_____	_____	_____
LOAN	_____	_____	_____
OTHER	_____	_____	_____

36. WHAT WAS YOUR INCOME LEVEL AT THE TIME OF ENROLLMENT?

_____ 000 to $5,000 _____ $7,001 to $9,000 _____ $11,001 to $15,000 _____ $20,001 to $30,000

_____ $5,001 to $7,000 _____ $9,001 to $11,000 _____ $15,001 to $20,000 _____ $30,001 up

37. WHAT FACTORS MADE IT DIFFICULT FOR YOU TO GO TO SCHOOL? _____

38. FROM WHAT SOURCE DID YOU RECEIVE THE MOST SUPPORT? _____

39. WHAT CHANGES DO YOU THINK SHOULD BE MADE TO MAKE IT EASIER FOR WOMEN LIKE YOURSELF TO RETURN TO SCHOOL? _____

40. ADDITIONAL COMMENTS: _____

IF YOU WOULD LIKE TO RECEIVE THE RESULTS OF THIS SURVEY PLEASE INDICATE BY WRITING YOUR NAME AND ADDRESS IN THE APPROPRIATE SPACES:

APPENDIX C

TELEPHONE FOLLOW-UP ON STUDY OF EDUCATIONAL ATTAINMENT OF MATURE WOMEN

Telephone Follow-up on Study of Educational Attainment of Mature Women

Hello! This is Joy Reed, a graduate student at the University of Oklahoma calling. Recently I mailed you a questionnaire, and I was wondering if you had received it. Could you take the time to fill it out and return it to me, or would you like for me to mail you another one? Your opinions would contribute so much to the study that I am doing at the University.

Thank you so much! I really do appreciate your willingness to take the time to help me.

APPENDIX D

FREQUENCY DISTRIBUTIONS
[COMPUTER PRINTOUTS]

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

AV0 AVERAGE SUPPORT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	2	12	15.0	15.2	15.2
	3	51	63.7	64.6	79.7
	4	14	17.5	17.7	97.5
	5	2	2.5	2.5	100.0
	0	1	1.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.076	STD ERR	0.074	MEDIAN	3.039
MODE	3.000	STD DEV.	0.656	VARIANCE	0.430
KURTOSIS	0.723	SKEWNESS	0.469	RANGE	3.000
MINIMUM	2.000	MAXIMUM	5.000		
VALID CASES	79	MISSING CASES	1		

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

AVI AVERAGE PRIMARY SUPPORT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	2	11	13.7	14.1	14.1
	3	50	62.5	64.1	78.2
	4	16	20.0	20.5	98.7
	5	1	1.2	1.3	100.0
	0	2	2.5	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.090	STD ERR	0.071	MEDIAN	3.060
MODE	3.000	STD DEV	0.628	VARIANCE	0.394
KURTOSIS	0.324	SKEWNESS	0.250	RANGE	3.000
MINIMUM	2.000	MAXIMUM	5.000		

VALID CASES 78 MISSING CASES 2

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

AV2 AVERAGE INSTITUTIONAL SUPPORT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	2	2.5	2.5	2.5
	2	16	20.0	20.3	22.8
	3	39	48.7	49.4	72.2
	4	18	22.5	22.8	94.9
	5	4	5.0	5.1	100.0
	0	1	1.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.076	STD ERR	0.097	MEDIAN	3.051
MODE	3.000	STD DEV	0.859	VARIANCE	0.738
KURTOSIS	-0.020	SKEWNESS	0.098	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		

VALID CASES 79 MISSING CASES 1

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

AV3 AVERAGE VOCATIONAL SUPPORT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	2	2.5	6.9	6.9
	2	8	10.0	27.6	34.5
	3	8	10.0	27.6	62.1
	4	6	7.5	20.7	82.8
	5	5	6.3	17.2	100.0
	0	51	63.7	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.138	STD ERR	0.226	MEDIAN	3.063
MODE	2.000	STD DEV	1.217	VARIANCE	1.480
KURTOSIS	-1.067	SKEWNESS	0.095	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	29	MISSING CASES	51		

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

AV4 AVERAGE INTANGIBLE SUPPORT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	4	5.0	5.4	5.4
	2	13	16.2	17.6	23.0
	3	10	12.5	13.5	36.5
	4	21	26.2	28.4	64.9
	5	26	32.5	35.1	100.0
	0	6	7.5	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.703	STD ERR	0.147	MEDIAN	3.976
MODE	5.000	STD DEV	1.268	VARIANCE	1.609
KURTOSIS	-0.889	SKEWNESS	-0.599	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		

VALID CASES 74 MISSING CASES 6

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

AV5 AVERAGE TANGIBLE SUPPORT

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	2	8	10.0	10.1	10.1
	3	55	68.8	69.6	79.7
	4	14	17.5	17.7	97.5
	5	2	2.5	2.5	100.0
	0	1	1.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.127	STD ERR	0.068	MEDIAN	3.073
MODE	3.000	STD DEV	0.607	VARIANCE	0.368
KURTOSIS	1.316	SKEWNESS	0.627	RANGE	3.000
MINIMUM	2.000	MAXIMUM	5.000		

VALID CASES 79 MISSING CASES 1

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR31 MARITAL STATUS

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
SINGLE	1	3	3.7	3.7	3.7
DIVORCED	2	14	17.5	17.5	21.2
MARRIED	4	60	75.0	75.0	96.2
WIDOWED	5	3	3.7	3.7	100.0
	TOTAL	80	100.0	100.0	

MEAN	3.575	STD ERR	0.106	MEDIAN	3.883
MODE	4.000	STD DEV	0.952	VARIANCE	0.906
KURTOSIS	0.586	SKEWNESS	-1.360	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		

VALID CASES 80 MISSING CASES 0

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR32 ENROLLMENT STATUS

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	19	23.7	25.0	25.0
	2	57	71.2	75.0	100.0
	0	4	5.0	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	1.750	STD ERR	0.050	MEDIAN	1.833
MODE	2.000	STD DEV	0.436	VARIANCE	0.190
KURTOSIS	-0.697	SKEWNESS	-1.147	RANGE	1.000
MINIMUM	1.000	MAXIMUM	2.000		

VALID CASES 76 MISSING CASES 4

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR33 NUMBER OF PRESCHOOL CHILDREN

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	0	63	78.7	78.7	78.7
	1	12	15.0	15.0	93.8
	2	4	5.0	5.0	98.7
	4	1	1.2	1.2	100.0
	TOTAL	80	100.0	100.0	

MEAN	0.300	STD ERR	0.076	MEDIAN	0.135
MODE	0.0	STD DEV	0.683	VARIANCE	0.466
KURTOSIS	10.080	SKEWNESS	2.895	RANGE	4.000
MINIMUM	0.0	MAXIMUM	4.000		

VALID CASES 80 MISSING CASES 0

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR34 NUMBER OF SCHOOL AGE CHILDREN

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	0	24	30.0	30.0	30.0
	1	15	18.8	18.8	48.7
	2	20	25.0	25.0	73.7
	3	12	15.0	15.0	88.7
	4	6	7.5	7.5	96.2
	5	3	3.7	3.7	100.0
	TOTAL	80	100.0	100.0	

MEAN	1.625	STD ERR	0.160	MEDIAN	1.350
MODE	0.0	STD DEV	1.435	VARIANCE	2.060
KURTOSIS	-0.635	SKEWNESS	0.519	RANGE	5.000
MINIMUM	0.0	MAXIMUM	5.000		

VALID CASES 80 MISSING CASES 0

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR35 NUMBER OF ADULT CHILDREN

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	0	55	68.8	68.8	68.8
	1	10	12.5	12.5	81.3
	2	13	16.2	16.2	97.5
	3	1	1.2	1.2	98.7
	4	1	1.2	1.2	100.0
	TOTAL	80	100.0	100.0	

MEAN	0.537	STD ERR	0.101	MEDIAN	0.227
MODE	0.0	STD DEV	0.899	VARIANCE	0.809
KURTOSIS	1.743	SKEWNESS	1.559	RANGE	4.000
MINIMUM	0.0	MAXIMUM	4.000		

VALID CASES 80 MISSING CASES 0

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR36 EDUCATION OF MOTHER

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	36	45.0	45.6	45.6
	2	19	23.7	24.1	69.6
	3	6	7.5	7.6	77.2
	4	13	16.2	16.5	93.7
	5	4	5.0	5.1	98.7
	6	1	1.2	1.3	100.0
	0	1	1.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	2.152	STD ERR	0.153	MEDIAN	1.684
MODE	1.000	STD DEV	1.360	VARIANCE	1.848
KURTOSIS	-0.371	SKEWNESS	0.918	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		
VALID CASES	79	MISSING CASES	1		

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR36 EDUCATION OF MOTHER

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	36	45.0	45.6	45.6
	2	19	23.7	24.1	69.6
	3	6	7.5	7.6	77.2
	4	13	16.2	16.5	93.7
	5	4	5.0	5.1	98.7
	6	1	1.2	1.3	100.0
	0	1	1.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	2.152	STD ERR	0.153	MEDIAN	1.684
MODE	1.000	STD DEV	1.360	VARIANCE	1.848
KURTOSIS	-0.371	SKEWNESS	0.918	RANGE	5.000
MINIMUM	1.000	MAXIMUM	6.000		
VALID CASES	79	MISSING CASES	1		

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR37 EDUCATION OF FATHER

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	38	47.5	48.1	48.1
	2	22	27.5	27.8	75.9
	3	10	12.5	12.7	88.6
	4	6	7.5	7.6	96.2
	5	3	3.7	3.8	100.0
	0	1	1.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	1.911	STD ERR	0.126	MEDIAN	1.568
MODE	1.000	STD DEV	1.123	VARIANCE	1.261
KURTOSIS	0.445	SKEWNESS	1.151	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		

VALID CASES 79 MISSING CASES 1

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR38 EDUCATION OF SPOUSE

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	3	3.7	4.5	4.5
	2	11	13.7	16.4	20.9
	3	1	1.2	1.5	22.4
	4	12	15.0	17.9	40.3
	5	14	17.5	20.9	61.2
	6	25	31.3	37.3	98.5
	9	1	1.2	1.5	100.0
	0	13	16.2	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	4.552	STD ERR	0.208	MEDIAN	4.964
MODE	6.000	STD DEV	1.699	VARIANCE	2.887
KURTOSIS	-0.359	SKEWNESS	-0.488	RANGE	8.000
MINIMUM	1.000	MAXIMUM	9.000		

VALID CASES 67 MISSING CASES 13

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

VAR39 INCOME

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	1	10	12.5	13.3	13.3
	2	3	3.7	4.0	17.3
	3	6	7.5	8.0	25.3
	4	3	3.7	4.0	29.3
	5	14	17.5	18.7	48.0
	6	11	13.7	14.7	62.7
	7	18	22.5	24.0	86.7
	8	10	12.5	13.3	100.0
	0	5	6.3	MISSING	100.0
	TOTAL	80	100.0	100.0	

MEAN	5.173	STD ERR	0.263	MEDIAN	5.636
MODE	7.000	STD DEV	2.280	VARIANCE	5.199
KURTOSIS	-0.840	SKEWNESS	-0.624	RANGE	7.000
MINIMUM	1.000	MAXIMUM	8.000		

VALID CASES 75 MISSING CASES 5

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

FRS1

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	0	12	15.0	15.0	15.0
	1	3	3.7	3.7	18.8
	2	3	3.7	3.7	22.5
	3	3	3.7	3.7	26.2
	4	1	1.2	1.2	27.5
	5	5	6.3	6.3	33.7
	6	5	6.3	6.3	40.0
	7	3	3.7	3.7	43.8
	8	8	10.0	10.0	53.7
	9	5	6.3	6.3	60.0
	10	3	3.7	3.7	63.7
	11	5	6.3	6.3	70.0
	12	8	10.0	10.0	80.0
	13	8	10.0	10.0	90.0
	14	4	5.0	5.0	95.0
	15	1	1.2	1.2	96.2
	16	1	1.2	1.2	97.5
	17	1	1.2	1.2	98.7
	18	1	1.2	1.2	100.0
	TOTAL	80	100.0	100.0	

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

MEAN	7.675	STD ERR	0.563	MEDIAN	8.125
MODE	0.0	STD DEV	5.033	VARIANCE	25.336
KURTOSIS	-1.115	SKEWNESS	-0.135	RANGE	18.000
MINIMUM	0.0	MAXIMUM	18.000		
VALID CASES	80	MISSING CASES	0		

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

FRS2

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
	0	11	13.7	13.7	13.7
	1	4	5.0	5.0	18.8
	2	2	2.5	2.5	21.2
	3	4	5.0	5.0	26.2
	4	1	1.2	1.2	27.5
	5	4	5.0	5.0	32.5
	6	6	7.5	7.5	40.0
	7	3	3.7	3.7	43.8
	8	3	3.7	3.7	47.5
	9	7	8.7	8.7	56.3
	10	6	7.5	7.5	63.7
	11	3	3.7	3.7	67.5
	12	6	7.5	7.5	75.0
	13	7	8.7	8.7	83.7
	14	4	5.0	5.0	88.7
	15	5	6.3	6.3	95.0
	16	1	1.2	1.2	96.2
	17	1	1.2	1.2	97.5
	18	1	1.2	1.2	98.7
	20	1	1.2	1.2	100.0
	TOTAL	80	100.0	100.0	

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA
FILE SUPPORT (CREATION DATE = 04/04/77)

MEAN	8.075	STD ERR	0.598	MEDIAN	8.786
MODE	0.0	STD DEV	5.346	VARIANCE	28.577
KURTOSIS	-1.056	SKEWNESS	-0.060	RANGE	20.000
MINIMUM	0.0	MAXIMUM	20.000		

VALID CASES 80 MISSING CASES 0

REGRESSIONS FOR EDUCATIONALLY SUPPORTIVE ATTRIBUTES
REGRESSIONS FOR MAJOR HYPOTHESES + ANOVA

DATA TRANSFORMATION DONE UP TO THIS POINT..

NO OF TRANSFORMATIONS 76
NO OF RECODE VALUES 30
NO OF ARITHM. OR LOG. OPERATIONS 114
THE AMOUNT OF TRANSPACE REQUIRED IS 7600 BYTES

FINISH

NORMAL END OF JOB.
82 CONTROL CARDS WERE PROCESSED.
0 ERRORS WERE DETECTED.