INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms
300 North Zeeb Road
Ann Arbor, Michigan 48106

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/3808

75-2983

SCOTT, Milton David, Jr., 1933-
A COMPARISON OF CHARACTERISTICS AND FACTORS OF ADULT EDUCATION PARTICIPANTS ENROLLED IN TWO SELECTED SCHOOLS IN OKLAHOMA CITY.

The University of Oklahoma, Ed.D., 1974
Education, adult

Xerox University Microfilms, Ann Arbor, Michigan 48106

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A COMPARISON OF CHARACTERISTICS AND FACTORS OF ADULT EDUCATION PARTICIPANTS ENROLLED IN TWO SELECTED SCHOOLS IN OKLAHOMA CITY

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

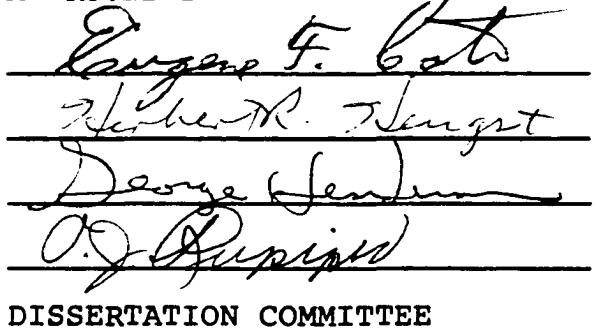
MILTON DAVID SCOTT, JR.

Norman, Oklahoma

1974

A COMPARISON OF CHARACTERISTICS AND FACTORS OF ADULT EDUCATION PARTICIPANTS ENROLLED IN TWO SELECTED SCHOOLS IN OKLAHOMA CITY

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

I wish to express great appreciation to the four members of this dissertation committee for their confidence, patience, understanding, and help. One would have experienced difficulty in finding a more compatible committee than Dr. Eugene Cates, chairman, Dr. Herbert R. Hengst, Dr. George Henderson, and Dr. Omer J. Rupiper.

Expressions of gratitude are extended to Dr. Ron Schnee and Mr. Wesley Driggs of the Oklahoma City public school system, without whose help and cooperation this study would have been impossible.

I wish to acknowledge the sacrifice of my wife, Carolyn, and son Milton whose love, support, and understanding provided me with the stamina and enthusiasm to make this study possible.

Finally, I wish to say thanks to my Mother, the one who first instilled in me the idea of pursuing an education, and to other relatives for their untiring support in every way.

TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS		iii
LIST OF TABLES		vi
Chapter		
I.	INTRODUCTION	1
	Need for the Study	2
	Statement of the Problem	3
	Limitations of the Study	4
	Definition of Terms	4
	Hypotheses	5
	Design of the Study	6
	Methods and Procedure of the Study	7
	Organization of the Study	8
II.	REVIEW OF SELECTED LITERATURE	10
	Social Characteristics and Participation in Adult Education	13
	Education As a Lifelong Process	20
	The Educational Growth Motivated Student	24
	Summary	26
III.	DESIGN AND PROCEDURE	29
	Description of the Population	29
	The Study Instrument and Procedure	32
IV.	ANALYSIS OF DATA	35
	Social Characteristics of Adult Education Students Enrolled in Schools A and B	35
	Sex	36
	Marital Status	36
	Educational Level	38
	Educational Aspiration	41
	Occupation of Students	44

Page

Expected Occupation of Students 45
Income of the Students 48
Expected Income of Students 51
Purpose of Enrolling in Adult Education 55
Participation in Community Organizations 58
Distance from Home to Adult Center 59
Reasons for Enrolling in Adult Education and Ways It Could Help Students 61
Summary of Findings 66

V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 76

Summary 76
Findings 78
Conclusions 81
Recommendations 82

BIBLIOGRAPHY 83

APPENDICES 87

LIST OF TABLES

Table		Page
1.	Percentage Distribution of the Number of Adult Education Students Enrolled in Schools A and B According to Sex	36
2.	Percentage Distribution of the Number of Adult Education Students Enrolled in Schools A and B According to Marital Status	37
3.	Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Educational Level for Enrolling in Adult Education	39
4.	Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Educational Level for Enrolling in Adult Education	40
5.	Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Educational Aspiration for Enrolling in Adult Education	42
6.	Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Educational Aspiration for Enrolling in Adult Education	43
7.	Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Occupation for Enrolling in Adult Education	45
8.	Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Occupation for Enrolling in Adult Education	46

Table Page

9. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Expected Occupation for Enrolling in Adult Education 47

10. Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Expected Occupation for Enrolling in Adult Education 49

11. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Income for Enrolling in Adult Education 50

12. Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Income for Enrolling in Adult Education 52

13. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Expected Income for Enrolling in Adult Education ... 53

14. Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Expected Income for Enrolling in Adult Education 54

15. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Purpose for Enrolling in Adult Education 56

16. Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Purpose for Enrolling in Adult Education 57

17. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given As a Factor of Participation in Community Organizations for Enrolling in Adult Education 59

Table | Page

18. Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Participation in Community Organizations for Enrolling in Adult Education 60

19. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Distance from School for Enrolling in Adult Education ... 62

20. Frequency of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Distance From School for Enrolling in Adult Education 63

21. Percentage Distribution of the Number of Students in Schools A and B in Terms of Reasons Given as a Factor of Reasons for Enrolling in Adult Education and Some Ways It Could Be Helpful to the Students for Enrolling in Adult Education 65

A COMPARISON OF CHARACTERISTICS AND FACTORS OF ADULT EDUCATION PARTICIPANTS ENROLLED IN TWO SELECTED SCHOOLS IN OKLAHOMA CITY

CHAPTER I

INTRODUCTION

Adult education involves many kinds of people having different abilities, interests, motives, and socio-economic characteristics. Motivations to participate in adult education are influenced by factors that consist of both the personality and the social group life of the adult. These factors strongly influence the form, content, and character of the educational activity.

The adult education educator needs to know the age, sex, occupation, previous education, level of aspiration, attitude, and other social, physiological and psychological characteristics of his participants in order to design learning experiences to meet their needs. Additionally, the educator should be cognizant of whether adult education participants attend classes for a variety of reasons: whether grouped reasons named by them could form "clusters" of reasons; and, whether narrowed down, the clusters could form

a few broad reasons why adults enroll in adult education. Further, this study was conducted to determine if there is a statistically significant difference in the number of reasons given by adult participants in one School center for enrolling in adult education as compared to the number of reasons given by participants in another School center, with both centers being located in the same school district.

Need for the Study

There is a great deal known about educating adults, but not enough attention has been devoted to comparisons made between groups of adult participants located in different centers regarding socio-economic data and personal reasons given for enrolling in adult education according to: sex, age, marital status, educational level prior to enrolling in adult education, educational aspiration, occupation, income, and degree of social commitment.

The significance of this study is to add to present knowledge by gaining information concerning the reasons given by adults in two selected centers for enrolling in adult education programs in the Oklahoma City area. There are six miles between the two centers, John Marshall School and Ulysses S. Grant School. John Marshall School is located in the northwest part of Oklahoma City and persons comprising its population in a one mile school radius have a

high medium average family median income[1] as may be indicated by the physical appearance of the school and dwellings in its environment, while U. S. Grant is in southwest Oklahoma City, and is populated by persons in a one mile school radius having a low medium average family median income[2] which may be assumed as one observes its physical setting. Since many adult citizens of Oklahoma City are in or between the differing income categories represented by the population of these two areas, this information could provide a number of pertinent factors related to participation in a formally adult education program in terms of determining why adults enroll in adult education. From this study, adult educators should be able to draw some conclusions as to what could be done to interest people not how involved in adult education but who might become active if conditions were such that their participation was encouraged.

Statement of the Problem

The problem of this study was to determine whether students in schools A and B with similar or different reasons enroll in adult education programs and whether there is a statistically significant difference between the number

---

[1]U. S. Bureau of the Census, Characteristics of the Population: Social and Economic Statistics, Census Tracts PHC (1)-152, Insets B and C, Oklahoma City, Oklahoma. (Washington, D. C.: U. S. Department of Commerce, Bureau of the Census, 1970), p. 86.

[2]Ibid., p. 79.

of personal reasons indicated by participants enrolled in selected adult education centers, according to their social characteristics and degree of social commitment.

Limitations of the Study

Certain factors will be circumscribed in this study. It will be limited to participants in adult education classes in two selected schools in the urban school district of Oklahoma City; therefore, the results will be basically of local value. Their value to other districts will be in the form of general knowledge and they will be useful as a basis for comparision with other studies of this type in other areas of the United States.

Definition of Terms

Adult Education.--The relationship between an educational agent and a learner, in which the agent selects, arranges, and directs a sequence of learning activities that provide systematic experiences to achieve learning for those whose participation in such activities is acquired for playing a productive role in society.

Adult Educator.--The person who has the responsibility of educating the adult at or below the high school level.

Adult Student.--The student presently enrolled in adult education, whose age is 18 years or older.

Participant.--The student who enrolls in adult education and attends classes regularly.

School A.--The adult education center located at John Marshall High School in Oklahoma City, Oklahoma.

School B.--The adult education center located at Ulysses S. Grant High School in Oklahoma City, Oklahoma.

Hypotheses

The following null hypotheses were formulated and tested relative to the major problem:

Ho_1: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of educational level for enrolling in adult education.

Ho_2: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of educational aspiration for enrolling in adult education.

Ho_3: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of occupation for enrolling in adult education.

Ho_4: There will be no statistically significant difference between the number of subjects in School A as

compared to those in School B in terms of reasons given by participants as a factor of expected occupation for enrolling in adult education.

Ho_5: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of income for enrolling in adult education.

Ho_6: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of expected income for enrolling in adult education.

Ho_7: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of purpose for enrolling in adult education.

Design of the Study

This study was designed to indicate whether statistically significant differences existed between the number of reasons given by adult education students enrolled in two chosen adult education programs according to certain selected factors. Further, the study investigated an effort to discover whether adult education students with similar

or different reasons enroll in adult education programs and whether there is a statistically significant difference between individual reasons shown by participants for enrolling in adult education.

The findings, whether similar or different, were treated by examining such data as social characteristics and degree of social commitment. Lastly, there is a discussion based on conclusions and findings suggesting further and more in-depth research into the area of reasons adults enroll in adult education.

Methods and Procedure of the Study

The sample consisted of the entire population of students from School A and School B who are actively enrolled and attending adult education classes in two high school adult education centers located at John Marshall (School A = 192 students) and Ulysses S. Grant (School B = 82 students). These adult students were classified as adult education participants representing their respective centers.

A comparison was made between the two schools' participants in an effort to determine if there is a statistically significant difference between the reasons reported by these adults for enrolling in adult education programs.

A structured questionnaire was developed and administered to the participants of the schools for purposes of data collection. In an effort to obtain maximum student

responses on the questionnaires, the instructors at the two schools accepted the responsibility of passing out the questionnaires to the students and collecting them when they were completed. In the writer's opinion, this was better because the mere fact that the writer was present during the collection of these data could cause the respondents to hold back information on the questionnaire of which they otherwise would supply if he were not present.

The data were analyzed and statistically treated by using Chi-square in order to test these hypotheses. Contingency tables were constructed using Chi-square to show the frequency of subjects stating specific reasons of participation of School A compared to the ratio of frequency of subjects stating specific reasons of participation to the frequency of expected reasons of participation of School B.

Organization of the Study

This study is organized and presented in five chapters. Chapter I contains the introduction and the identification of the problem to be investigated. Chapter II is comprised of a study and review of selected literature. Chapter III is a presentation of the design for the study, instrumentation, and data collection procedure employed in the investigation. Chapter IV contains the findings, interpretations, and analysis of the investigation. Chapter V presents a summary of the study, the conclusions based on the findings of the study, and recommendations and the

suggestions for further research. The findings in this study could have far reaching effects on discovering many of the reasons why adults enroll in adult education; it could have contained a long list of reasons, although in keeping with brevity, Chapter V was written rather concisely.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Many educators in the field of adult education have used several motivational models in their attempts to explain the "whys" of educational participation. One of the most widely used approaches to adult participation is Maslow's "need satisfaction model."[1] This model contends that all people have some basic needs which they must satisfy. Therefore, persons tend to be attracted toward and feel more involved in activities which have a good chance of satisfying their needs; and they tend not to be attracted toward, and not feel involved, in activities which they perceive as having a poor chance of satisfying their needs. An individual's decision to participate will thus depend upon whether the sponsoring agency is able to provide him with opportunities which the individual feels will make a contribution toward satisfying one or more of his personal needs.

Maslow's concept suggests that man's needs are organized in a series of levels, or a hierarchy of importance, ranging from physiological needs at the lowest level to

---

[1]A. H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), p. 146.

self-actualization at the highest level.[1] The implication drawn from this concept is that adult education programs must be congruent with the dominant needs of the intended audience. Failure to achieve such congruence will result in minimum participation.

Miller has made an attempt to relate Maslow's concept of hierarchy of needs to the social structures and forces in society. He has formulated what appeared to be a very promising scheme for analyzing adult participation. He contended that

> personal needs do not operate in a vacuum; they are shaped, conditioned and channeled by the social structures and forces of the human society in which each individual is born. Each of us is driven by survival needs, but the survival behavior of a primitive hunting tribesman is far different from that of the organization man in western industrial society.[2]

Therefore, he believes that these social forces stimulate or inhibit the operation of personal needs for the growth possibilities offered by education.

While Maslow used the hierarchy of need to explain human behavior, Havighurst used the concept of "developmental tasks."[3] According to Havighurst, the individual was

---

[1] Ibid.

[2] Harry L. Miller, "Participation of Adults in Education: A Force-Field Analysis" (Occasional Papers, Number 14, Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1967).

[3] Robert J. Havighurst, Developmental Tasks and Education (New York: David McKay and Company, Inc., 1962), p. 89.

seen as passing through a life cycle in which his needs, and the social roles that he is expected to play, change as he moves from one growth level to another. By knowing the particular growth level of adults, and by identifying the particular tasks expected of them, the educator can design learning experiences aimed at the fulfillment of such tasks. The assumption being made here is that the developmental tasks serve as motivators, and that their careful inclusion in educational experiences enhance adult participation in such experiences.

Another source of information regarding the reasons for adult participation in adult education programs is Houle's concept of learning orientations in which adult learners were classified into what was called: (1) the goal oriented--those who use education as a means for achieving clearcut goals, (2) the activity oriented--those who utilize adult education as a means for satisfying social needs, and (3) the learning oriented--those who seek knowledge for its own sake.[1] These three basic orientations were refined into what is termed learning, desire for sociability, personal goals, societal goals, and need fulfillment.[2]

---

[1]Cyril O. Houle, The Inquiring Mind (Madison, Wisconsin: The University of Wisconsin Press, 1963), pp. 16-25.

[2]Sherman B. Sheffield, "The Orientations of Adult Continuing Learners," The Continuing Learner, ed. by Daniel Soloman (Chicago: Center for the Study of Liberal Education for Adults, 1964).

Houle and Sheffield's concepts on learning orientation of adults appear to be similar to Wanderer's idea that different reasons given by adults for participating in adult education could be placed in small clusters to indicate varied reasons for particpating in adult learning groups.

Wanderer used a cluster method to demonstrate how different reasons given by adult education participants could be grouped into five clusters, using a cluster analysis technique. He called the groups: "Cluster A--self help," "Cluster B--social extension," "Cluster C--learning," "Cluster D--improvement," and "Cluster D_1--escape."[1] Although Wanderer did not include a complete list of reasons given for participating, the inference here appeared to suggest that there were no significant differences among adult education enrollees as reasons given for participating in adult education activities. Some adult learners view education as a means of achieving only one goal, while others consider it as a method of attaining several goals.

Social Characteristics and Participation In Adult Education

Social characteristics are factors that relate an individual to his social group. These characteristics identify those adults participating in adult education

---

[1]Jules J. Wanderer, "Great Decision Survey," A Study Report for the Sociological Research, Extension Division (University of Colorado, 1961), p. 77.

and individuals who do not. Furthermore, there tends to be a relationship between the social characteristics of participants and the kinds of institutional programs of adult education in which they become involved. According to Verner and Newberry, through a comparative analysis of these characteristics, it is possible to identify the kinds of people most likely to participate in specific kinds of programs.[1] Certain social hierarchy status measurements seemingly show a relationship to participation. In urban communities, for example, occupations appear to affect participation, and those in higher-status occupations tend to be more active. Income adversely affects participation, in that persons with less income are less likely to become involved in adult education programs. Educational level appears to be directly related to occupation and income: those with more education are found to outnumber those with less education among persons involved in adult education.

Sherif points out that motivation is a goal-directed behavior which grows out of the needs of an individual at a specific point of time in a specific situation.[2] Consequently, it would appear that motives leading to enrollment in

---

[1]Coolie Verner and John S. Newberry, Jr., "The Nature of Adult Participation," Adult Education, VIII (Summer, 1958), pp. 208-220.

[2]Muzafer Sherif, An Outline of Social Pscyhology (New York: Harper and Row Publishers, 1948), pp. 39-40.

adult education stem from the need that arises out of experience. The nature, quality, and intensity of motivation are influenced by such factors as knowledge of the task, level of aspiration, previous experience, and social role and perception of education among personal-social factors; the amount of formal schooling was most significantly and universally associated with participation in all forms of adult education which have been studied.[1] Occupation, income, age, length of residence and place of residence have also been found to have considerable relationship to participation in specific types of classes. Davies, however, cited self-interest as a dominant motivation of adult students, but found that interest appeared to change with age, from personal and home welfare to social welfare.[2] Kirchner, in reviewing studies on motivation to enroll in adult education, pointed to Love's study on his method of analyzing processes of the decision to enroll.[3] Love found that necessary preconditions to enrollment in college adult education

---

[1]Edmund deS. Brunner, David S. Wilder, Corrine Kirchner, and John S. Newberry, An Overview of Adult Education Research (Chicago: Adult Education Association, 1959), pp. 102-106.

[2]John L. Davies, "A Study of Participant's Interest and Ability in Adult General Education Programs in Iowa," unpublished doctoral dissertation, Iowa State University, 1949.

[3]Corinne Kirchner, "Motivation to Learn," Chapter III in Brunner, et al. op. cit., pp. 27-47.

courses were an awareness of education as a positive value for solving problems and the equating of education with happiness.[1] This finding would seem to coincide with Houle's concept of learning orientation in which the adult learner would use education for helping solve his problems and ultimately affording him a happier life.

The decision of potential adult participants to enroll in adult education programs could depend on the individual's relevant abilities and the emphasis on educative activity in his environment during childhood or adolescence. A person's self-concept, and, more specifically, one's concept of himself as a learner, would be indicated by two types of attitudes--issue importance and sense of educational values. The attitude that the issue with which an educational program deals with is important and could determine his life space is a necessary although not sufficient ingredient, if an individual is to develop a heightened predisposition to enroll in adult education. Clausen[2] has indicated ways in which the characteristics and attitudes of parents mediate the impact of programs designed for their

---

[1]Robert Love, "The Uses of Motivational Research to Determine Interest in Adult College Training," Educational Record, XXXIV (July, 1953), pp. 212-213.

[2]John A. Clausen, Morton A. Seidenfeld, and Leila C. Deasy, "Parents Attitudes Towards Participation of Their Children in Polio Vaccine Trials," American Journal of Public Health, XLIV (1954), pp. 1526-1536.

children. Menzel and Katz[1] found that direct contact with those who had engaged in the adult education activity was very influential on the decision to do so, and that opinion leaders visited with peers just as frequently as did non-opinion leaders. Rogers and Beal[2] reported that reference groups influenced the adoption of agricultural technology. Graham[3] revealed that the amount of contact between those who first chose to participate in adult education and potential participants was a major factor in encouraging participation. The generalization suggested by these findings is that when a person is considering a decision he typically explores it with others who are significant in his social systems. This procedure may increase or decrease his readiness to participate in adult education. Loomis[4] points out that one of the tasks of the effective change agent is to establish a connection with the social system of potential

---

[1]Herbert Menzel and Elihu Katz, "Social Relations and Innovation in the Medical Profession: The Epidemiology of a New Drug," Public Opinion Quarterly, XIX (1955), pp. 337-352.

[2]Everett M. Rogers and George M. Beal, Reference Group Influence in the Adoption of Agricultural Technology, Ames, Iowa State College Department of Economics and Sociology, Bulletin, 1958.

[3]Saxon Graham, "Class and Conservatism in the Adoptions and Innovations," Human Relations, IX (February, 1956), pp. 91-100.

[4]Charles P. Loomis and Olen E. Leonard, Rural Social Systems and Adult Education, East Lansing, Michigan State University Press (1953), pp. 320-333.

adult participants. According to Chin[1] the application of an intersystem model provides a framework within which the adult educator may determine the readiness of potential adult education participants through contact with persons in their social systems, and thereby use these same channels to reach most efficiently those who are most likely to participate.

Adults give a wide range of reasons for enrolling in adult education. Some adults say they are looking for "joy of learning." Others participate because of expected vocational benefits. Still other adults willingly admit that participation in adult education results from a social hunger or the need for a "night out" with others whose interests are beyond the immediate needs of job, home, and family. A study by the University of Wisconsin Extension Division offers additional insight into the social view of adult participation in non-credit classes.[2] This study supports the belief that gregariousness is an important factor in attending adult education classes. Adult participants in evening classes, probably accustomed to spending time

---

[1]Robert Chin, "The Utility of System Models and Developmental Models for Practitioners," The Planning of Change (New York: Holt, Rinehart, and Winston Company, 1961), pp. 207-208.

[2]Robert N. Dick and Harold W. Montross, "Gregariousness as a Factor in Adult Participation in University Non-Credit Evening Classes," Adult Leadership, XII (March, 1964), pp. 271-272.

away from home, may have already overcome personal "outside force," or even the resistance of a spouse to outside activity.

There is an implication suggesting that adult participants may seek companions to join them in participation, or at least acknowledgment on the part of their peers that the respondent's participation is acceptable in their hierarchy in society.[1] This thought is reinforced by an investigation in Dick's study. Over three-fourths (77.3%) of the adult participants in the sample indicated they knew of relatives or close friends who would also be registered for the evening classes. Among non-participants in the sample, only one-fourth (25.8%) had similar knowledge of friends or relatives registering for the classes.

At the first meeting of the adult classes, each person attending was asked whether he had come to class alone or with someone. Over two-thirds (68.2%) had come with another person. Of those who had arrived with someone, 46.6% attended the same class. The remaining 53.4% were scattered among the others classes meeting concurrently.[2]

Participants in this adult education program were active members of community organizations who tended to discuss the class program with other people and to come to class meetings with friends. In brief, the participants

---

[1] Ibid., p. 272.

[2] Ibid.

seem to be "mixers" who value the association with, and support of, other people.

Education As a Lifelong Process

According to the findings of Brunner,[1] Johnstone,[2] Knox,[3] and Verner,[4] characteristics such as age, education, occupation, and income, have shown an association with participation, although few attempts have been made to extend existing knowledge about participation in adult education beyond the identification of associated variables. Educational background may be the most important area to examine in detail as the number of persons participating seem to increase at each successively higher level of attainment, contends Johnstone[5] and London,[6] and that the years of school completed is often pointed out as being the strongest influence on participation. In most cases only that one specific view of education has been examined; however, the

---

[1]Brunner, op. cit.

[2]John W. C. Johnstone and Ramon J. Rivera, Volunteers For Learning (Chicago: Aldine Publishing Company, 1965), pp. 6-8.

[3]Alan B. Knox, "Clientele Analysis," Review of Educational Research, XXXV (1965), pp. 231-239.

[4]Verner, op. cit., pp. 208-222.

[5]Johnstone, op. cit.

[6]Jack London, Robert Wenkert, and Warren O. Hagstrom, Adult Education and Social Class (Berkeley: University of California Survey Research Center, 1963), p. 62.

emerging concept of education as a lifelong activity[1] suggests that additional educational characteristics may be important influences on participation.

The thought of education as being a lifelong process suggests a new emphasis in participation research in that adult education becomes one part of a continuous process instead of being separated and studied in isolation. Lengrand[2] describes lifelong education as "the uninterrupted continuation of the educational process to fulfill the aspirations and develop the potentialities of each individual and to meet the ever more pressing demands of a world in transformation." Similarly, Liveright and Ohliger[3] note that educators are beginning to refer to lifelong education as stretching from home and nursery schools through elementary, secondary, post secondary, and higher education, and then extending through all the adult years. The components of lifelong education have been classified into three systems by Essert and Spence,[4] as they note that the systems of

---

[1]Paul Lengrand, "Perspectives in Life-long Education," Canadian Commission for Unesco, Bulletin XIII (May, 1970), pp. 44-55.

[2]Lengrand, op. cit., p. 1.

[3]A. A. Liveright and John Ohliger, "Perspectives in Life-long Education," Canadian Commission for Unesco, ed. by Paul Lengrand, Bulletin XIII, No. 1 (May, 1970), p. 47.

[4]Paul L. Essert and Ralph B. Spence, "Continuous Learning Through the Educative Community: An Exploration of the Family-Education, the Sequential-Unit and the Complementary-Functional Systems," Adult Education, XVIII (1968), pp. 260-271.

education are related with the programs and interests of each system, some of which partially overlap.[1] The interrelationships among educational systems have not been considered thoroughly enough in research having to do with participation in adult education; rather, there has been a concentration on achievement in the sequential-unit system by the participant. The view of lifelong education tends to be that the influence of education is cumulative; therefore, the greater is the likelihood of further inputs through participation in adult education. If there is a high level of activity and achievement in the family educational system and the person has been involved in other complementary functional learning activities, he may be more inclined to participate in adult education than he would if such traits were not present, or existed at a lower level. Consequently, an enriched educational background may result in more participation than would be expected on the basis of the person's achievement in the sequential unit system alone.

Johnstone and Rivera[2] discovered little variation in the educational levels of persons enrolled in different methods of study; however, lectures were most heavily dominated but group discussion were least dominated by those with some college education. Two studies reported conflicts

---

[1]Essert, op. cit., pp. 260-263.

[2]Johnstone, op. cit., p. 84.

of results with respect to the educational level of participants. Hill[1] discovered no statistically significant difference between the educational level of participants in lecture classes and discussion groups, whereas Butterdahl[2] holds that 60.1 per cent of a lecture class, as opposed to 37 per cent of discussion group participants, had more than twelve years of schooling, probably accounting for a higher educational level in lecture classes.

The reason for choosing certain subject matter by participants in adult education may be influenced by their level of education. The data shown by Johnstone and Rivera[3] indicate that persons who had attended college were over-represented in all subject fields, but to the greatest extent in academic and public affairs courses, and to the least extent in homemaking and religious studies. Persons with high school education were found most often in home and family life courses and least often in public affairs and academic programs, while those with grade school education attended religious studies and agriculture courses

---

[1]Richard J. Hill, "Studies in Adult Group Learning in the Liberal Arts: Programs, Participants and Effects," A Comparative Study of Lecture and Discussion Methods (The Fund for Adult Education, 1960), p. 24.

[2]Knute B. Butterdahl, "A Comparison Study of Participants in Lecture Classes and Participants in Study Discussion Groups," Unpublished masters thesis, University of British Columbia, 1963.

[3]Johnstone, op. cit., p. 80.

more than they did academic or hobby and recreational courses.

The Educational Growth Motivated Student

From a factor analysis of 48 statements, Boshier[1] points out that participants' reasons for enrolling in non-credit "liberal" adult education classes could be characterized as "deficiency" or "growth" motivated. Growth-motivated people are "expressive rather than coping," their behavior of growth motivation comes primarily from the inside, while deficiency-motivated people are impelled by social and environmental pressures. Deficiency-motivated people use work and educational activity "more for achieving gratification of lower basic needs, of neurotic needs, as a means to an end, or a response to cultural expectations."[2] The growth-motivated aspirations of persons (who has satisfied lower-order needs in Maslow's hierarchy) are desired and welcomed rather than rejected and feared. Gratification seems to increase motivation; instead of desiring less and less, the person wants more education. In one sense these motives can never be satisfied because growth is continuing and education is a never ending process.

---

[1] R. W. Boshier, "Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology," Adult Education, XXI (1971) pp. 3-26.

[2] A. H. Maslow, "A Theory of Metamotivation: The Biological Rooting of the Value-Life," Journal of Humanistic Psychology, VII, No. 2 (1967), pp. 93-127.

A deficiency-motivated person's behavior is guided by his environment which at times frightens him "since there is always the possibility that it may fail or disappoint," and this kind of "anxious dependence could cause hostility as well." All of this adds up to a lack of freedom depending upon the good luck or bad luck of the person. This is not to suggest that participants in adult education are entirely growth or deficiency-motivated; the "deficiency" may apply to only one view of behavior.

In a significant study Johnstone[1] found that "at lower socio-economic levels, adult education is used primarily to learn the skills necessary for coping with everyday life." (Maslow characterizes "deficiency" people as coping, in contrast to "growth" people, who are expressing.) Johnstone notes that

> as one moves up in social class...there is an over-all shift away from learning for purposes of basic life adjustment, and an accompanying increment of concern with less contingencies such as the enrichment of spare time.[2]

Johnstone's statement seems to support the notion that the higher one moves up in social status, the greater are his tendencies to become more interested in maintaining harmony and congruency with the environment from which he came in an attempt to try to become successful in life.

---

[1] Johnstone, op. cit., pp. 157-160.

[2] Ibid.

Participation in adult education is a socially active and educational experience; as pointed out by London,[1] people who are deprived of a wide range of education and social interaction may be less likely to participate. Since the few lower class students, who do participate, are less inclined than upper and middle class persons to criticize and appraise educational experience; middle class adult educators receive little feedback from them, so the bias against lower class attitudes, values, and behavior becomes compounded.

Summary

People seem to be attracted to activities that they think will satisfy their needs and are not attracted to those which do not. Thus, the person's decision to participate in activities depends largely upon the ability of that activity to satisfy one or more of his personal needs. As in adult education, the programs should be geared to meet the needs of their intended audience, or there may be less participation as a result.

The social characteristics of adult education participants tend to determine the type of institutional program they become involved in. In urban areas, participation is affected by the occupation, and those in the higher-status

---

[1] London, op. cit.

occupations tend to be more active. Further, educational level appears to be directly linked to occupation and income. Those persons with more education are most likely to become involved in adult education than those having less education.

It was revealed that the decision of a potential adult student to participate in adult programs could rest with his abilities and the expectations placed upon him by society beginning with his childhood in which he is taught self-concept or concept of himself as a learner in matters of education values.

Many reasons were given by adults for enrolling in adult education. Among them were: for the joy of learning, expectations of vocational benefits, a desire to socialize with others during an educational endeavor or merely to be with those whose interests are beyond the immediate needs of job, home and family. Evidence from studies support the notion that gregariousness is an important factor in adult participation and that adult participants may attempt to get peers to join them in adult programs.

There is an agreement among most researchers that characteristics such as age, education, and income have shown an association with participation in adult education but more knowledge concerning participation should be discovered and extended beyond the identification of these associated variables. Participation in adult programs seems

to be a socially active and educational experience, and persons that are somehow deprived of getting a wide range of education and social interaction may be less likely to become participants; thus, efforts to promote educational and social interaction by adult educators should constantly remain high as one of their priorities.

CHAPTER III

DESIGN AND PROCEDURES OF THE STUDY

The study was designed to obtain data from adult education students enrolled in selected adult education centers who may have similar or different reasons for enrolling in adult education programs and to determine whether there exists a statistically significant difference between the number of personal reasons given by these adults who are enrolled, according to their social characteristics and degree of social commitment.

Description of the Population

Descriptive personal data were also gathered in the study. Some of these were used to test hypotheses concerning educational level, educational aspiration, occupation, expected occupation, income, expected income and purpose for enrolling in adult education.

It was decided that, in order to get the utmost representation from the students in the selected schools, the entire population should be considered. The data for this study were collected during the second semester. According to administrators the enrollment during the second semester was somewhat less than that of the first semester; this is

usually the case and was to be expected.

The responding groups made up more than 88 per cent of the original adult education student samples; this was large enough to be subjected to Chi-square for testing, and these samples gave a true representation of the populations being represented,[1] although some of the questionnaires had to be discarded because of an age factor, that is, some students did not meet the minimum age limit of 18--the requirement for classification as an adult student. These students who did not meet the minimum age requirements were taking courses mainly to supplement the number of credits required to receive their high school diplomas.

The two schools used in this investigation consisted of the entire population of adult students enrolled during the second semester of the 1973-74 academic school year at John Marshall and Ulysses S. Grant High Schools. They were selected for the study because of their abilities to be compared, due mainly to their differences in location, school size, and income[2] of the students living in the areas. Only adult education students were used in the study--who were 18 years of age or older and who were actively enrolled and participating regularly in adult education classes held at the two respective schools.

---

[1]Fred N. Kerlinger, Foundations of Behavioral Research, Educational and Psychological Inquiry (New York: Holt, Rinehart and Winston, Inc., 1964), p. 397.

[2]Census, op. cit., pp. 79-86.

For the purpose of this study, the two adult education centers had to be recognized apart from one another; therefore, for this purpose, they were designated as School A and School B. John Marshall Center is located in the northwest section of Oklahoma City. When one observes some of the physical resources in this vicinity and surroundings in a one-mile radius from the students' adult education center, he should get the impression that persons living in this area are those classified in a status of relatively high medium incomes, as evidenced by their automobiles, houses, landscapes, and so forth.[1]

Conversely, the U. S. Grant adult education center is found in the southwest part of Oklahoma City. Seemingly, persons in this region, in a one-mile radius from their adult education center, is heavily populated mainly by persons who could be classified as being in a low medium income[2] bracket, which may suggest other variables. For example, one may suspect that low income families may place less emphasis on acquiring an education, which could help them raise their standard of living and make a productive contribution to society.

---

[1] Paul Hagle, Richard A. Watson, Jerry Croft, and Richard D. Hecock, Atlas of Oklahoma County: Population and Housing. (Oklahoma City Public Schools, Oklahoma City, Oklahoma, 1973), p. 49.

[2] Ibid.

The Study Instrument and Procedure

The instrument for collecting the data was designed in such a way that the information given on them by the respondents could be compared between participants of the two schools. This was done in order to determine if there is a statistical significant difference between the number of reasons reported by these adult education students for enrolling in adult education programs.

The items on the instrument were written in such a manner that the respondents would experience very little, or no difficulty, in completing. In these classes, it could possibly be expected that there would be adult students attending classes whose educational grade level would possibly range from 7th grade and below, to that of a college graduate.

The administrators at the two schools accepted the obligation of administering the instruments to all adult education students enrolled in their school, in an effort to obtain the maximum responses on all items. Therefore, the writer and administrators thoroughly previewed and went through every item on the instrument, to assure them they understood the proper way required for the students to complete it.

The investigator was not present during any phase of administering this survey because respondents tended to become suspicious of strangers coming into their classroom

collecting written, personal information concerning them, especially in the case where senior citizens were involved. By using this method, the writer operated on the theory that bias was controlled at a maximum.

The data were collected and several techniques were used on the descriptive data which involved frequency counts, percentages, or those data which were not statistically treated. The nature of the data was non-parametric; therefore, it is free of assumptions about the characteristics or the form of the distributions of the populations of research samples.[1] Another reason for employing Chi-square was its ability to measure between discrete categories of characteristics. Its main purpose was to give a measure of the probability of obtaining a disagreement between observed and computed frequencies equal to, or greater than, that observed in either direction.[2]

The statistically treated data were analyzed and subjected to Chi-square for the purpose of testing the hypotheses. Contingency tables were constructed employing Chi-square, to indicate the frequency of subjects giving specific reasons of participation and the frequency of expected reasons of participation of School A compared to the

---

[1]Kerlinger, op. cit., p. 267.

[2]George A. Ferguson, Statistical Analysis in Psychology and Education, 2nd ed. (New York: McGraw-Hill Book Company, 1966), pp. 191-192.

ratio of subjects stating specific reasons for participation to frequency of expected reasons for participation of School B.

The .05 level of significance was employed in the study for testing each hypothesis found in Chapter IV. The .05 level of significance means that an obtained result that is significant at the .05 level could occur by chance only 5 times in 100 trials.

CHAPTER IV

ANALYSIS OF DATA

The main purpose of this investigation was to determine if evidence exists which would indicate whether adult education students enrolled in the adult education center at John Marshall High School (designated as School A) and the adult education center at Ulysses S. Grant High School (designated as School B), with similar or different reasons, enrolled in adult education programs, and whether there is a statistically significant difference between the number of personal reasons indicated by participants enrolled in these selected adult education centers, according to their social characteristics and degree of social commitment.

Social Characteristics of Adult Education Students Enrolled in Schools A and B

This portion of the study will deal with the social characteristics of participants enrolled in adult education in Schools A and B. It presents principal features of the social characteristics and degree of social commitment of adult education students enrolled at John Marshall and Ulysses S. Grant High Schools. These principal features include educational level, educational aspiration, occupation,

expected occupation, income, expected income, purpose, participation in community organizations, and distance in miles from school. A comparison was made between the adult students in each school to determine if statistically significant differences exist in terms of these reasons given for enrolling in adult education.

Sex

The female students participating in the study were more numerous than the male students. The subjects numbered 158, or 57.5 per cent female, and 116, or 42.5 per cent male students, as indicated in Table 1.

TABLE 1

PERCENTAGE DISTRIBUTION OF THE NUMBER OF ADULT EDUCATION STUDENTS ENROLLED IN SCHOOLS A AND B ACCORDING TO SEX

School	Males		Females		Total
	Number	Per cent	Number	Per cent	
A	88	32.2	104	38.1	192
B	28	10.3	54	19.4	82
Total	116		158		274

Marital Status

Slightly more than half of the adult education students in the total population revealed they were single, represented by 64.9 per cent, while within the same category,

TABLE 2

PERCENTAGE DISTRIBUTION OF THE NUMBER OF ADULT EDUCATION STUDENTS ENROLLED IN SCHOOLS A AND B ACCORDING TO MARITAL STATUS

School	Single		Married		Divorced or Separated		Widowed		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
A	129	47.0	35	12.8	23	8.4	5	1.8	192
B	49	17.9	27	9.9	4	1.5	2	0.7	82
Total	178		62		27		7		274

22.7 per cent of the entire population reported they were married. The marital status of students in each school is shown in Table 2.

Educational Level

Another characteristic variable being investigated in this study is to provide evidence as to whether adult education students enrolled in two different schools for similar or different reasons. Many studies have indicated that educationally motivated adults and their offspring are most likely to enroll in some form of adult education activity rather than those parents or offspring who are not educationally motivated.

The largest number of adult students in School A, 86, or 44.8 per cent, reported their highest educational grade level to be 11th grade. Forty-two, or 21.9 per cent, of this group, indicated that their highest educational grade level was 10th grade, while only 1, or 0.5 per cent, reported their lowest educational attainment as 7th grade.

Adult students in School B reported that 47, or 57.3 per cent, stated that their highest educational grade level was 11th grade; 19, or 23.2 per cent of this group showed their highest educational grade level to be 12th grade, while only 1, or 1.2 per cent, reported the lowest educational attainment as that of 9th grade.

Data concerning the educational level for adult education students in Schools A and B are shown in Table 3.

TABLE 3

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EDUCATIONAL LEVEL FOR ENROLLING IN ADULT EDUCATION

Levels	School A		School B	
	Number	Per cent	Number	Per cent
7th Grade	1	0.5	0	0.0
8th Grade	3	1.6	0	0.0
9th Grade	6	3.1	1	1.2
10th Grade	42	21.9	11	13.4
11th Grade	86	44.8	47	57.3
12th Grade	40	20.8	19	23.2
No Response	14	7.3	4	4.9
Total	192		82	

In order to determine if a statistically significant difference exists between the number of subjects in School A, as compared to those in School B, in terms of the number of reasons given by participants as a factor of educational level for enrolling in adult education, a Chi-square test was made. Data for this computation are shown in Table 4.

The result of the Chi-square computation was 7.162. The criterion value for Chi-square with six degrees of freedom was 12.592 at the .05 level of significance. Since the computed Chi-square of 7.162 was less than the criterion value of 12.592, there was no statistically significant difference between the educational level of adult education students in

TABLE 4

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EDUCATIONAL LEVEL FOR ENROLLING IN ADULT EDUCATION

Levels	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
7th Grade	1	0.7	0	1.0	1
8th Grade	3	2.1	0	1.0	3
9th Grade	6	4.9	1	2.1	7
10th Grade	42	37.1	11	15.9	53
11th Grade	86	93.2	47	39.8	133
12th Grade	40	41.3	19	17.7	59
No Response	14	12.6	4	5.4	18
Total Observed Frequency	192		82		274

df = 6

$\chi^2 = 7.162$

Not significant at .05 level.

Schools A and B; therefore the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of educational level as a reason for enrolling in adult education.

Educational Aspiration

The greatest majority of adult education students in School A, with 95, or 49.5 per cent, stating that to finish college was their educational aspiration for enrolling in adult education programs. Forty-three, or 22.4 per cent, listed to finish high school as their reason.

In School B, 29, or 35.4 per cent, of the adult students, reported their number one educational aspiration was to finish high school, while 23, or 28.9 per cent, said their educational aspiration was to finish college. As may be noted, a larger percentage of persons in School A seemed to emphasize acquiring a college education, and those in School B appeared to place their interest on completing high school. A percentage distribution on educational aspiration is given in Table 5.

Statistical treatment of the data to determine if a statistically significant difference exists between adult education students enrolled in Schools A and B, with respect to the number of reasons given as a factor of educational aspiration for enrolling in adult education, showed a Chi-square of 11.054. The criterion value for Chi-square with three

TABLE 5

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EDUCATIONAL ASPIRATION FOR ENROLLING IN ADULT EDUCATION

Aspirations	School A		School B	
	Number	Per cent	Number	Per cent
Finish High School	43	22.4	29	35.4
Finish College	95	49.5	23	28.0
Trade School	25	13.0	16	19.5
No Response	29	15.1	14	17.1
Total	192		82	

degrees of freedom at the .05 level of significance is 7.815. Since the Chi-square here is more than that needed, a statistically significant difference was found to exist between adult students in Schools A and B regarding educational aspiration; therefore the null hypothesis was rejected which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of educational aspiration as a reason for enrolling in adult education. The data used in the computations are shown in Table 6.

TABLE 6

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EDUCATIONAL ASPIRATION FOR ENROLLING IN ADULT EDUCATION

Aspirations	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
Finish High School	43	50.4	29	21.5	72
Finish College	95	82.6	23	35.3	118
Trade School	25	28.7	16	12.3	41
No Response	29	30.1	14	12.9	43
Total Observed Frequency	192		82		274

df = 3

χ^2 = 11.054

Significant at .05 level.

Occupation of Students

According to information obtained from the respondents in School A concerning occupations, unemployed adult students represented 38, or 19.8 per cent, which was the highest number in School A, while the category of professional, and other, showed the lowest number, each having 21, or 10.9 per cent, as best describing their present type of occupation.

Adult students in School B reported that 32 persons, or 39.0 per cent, stated unemployed as best describing their present type of occupation, which was the highest number in School B. Two persons, or 2.4 per cent, gave professional as their occupation, which was the lowest in number for this category. The percentage distribution of occupations for adults in School A and B is presented in Table 7.

Statistical computation for the significance of difference between adult students in Schools A and B, in terms of their occupations, showed a Chi-square of 16.60. This Chi-square value was more than the criterion value for the Chi-square of 12.592 at the .05 level of significance, with six degrees of freedom. There was a significant difference between adults in Schools A and B. Therefore; the null hypothesis was rejected which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of occupation as a

TABLE 7

PERCENTAGE DISTRIBUTION OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF OCCUPATION FOR ENROLLING IN ADULT EDUCATION

Occupations	School A		School B	
	Number	Per cent	Number	Per cent
Professional	21	10.9	2	2.4
Clerical	29	15.1	12	14.6
Skilled	32	16.7	13	15.9
Service	24	12.5	10	12.2
Manual	27	14.1	5	6.1
Unemployed	38	19.8	32	39.0
No Response	21	10.9	8	9.8
Total	192		82	

reasons for enrolling in adult education. Data for these computations are shown in Table 8.

Expected Occupation of Students

When focusing upon the expected occupation of adult education students in School A, the greatest number, 106, or 55.2 per cent of the students, revealed professional as their expected occupation, while the least, 5, or 2.6 per cent, reported manual and unemployed, as their expected occupation.

TABLE 8

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF OCCUPATION FOR ENROLLING IN ADULT EDUCATION

Occupations	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
Professional	21	16.1	2	6.9	23
Clerical	29	28.7	12	12.3	41
Skilled	32	31.5	13	13.5	45
Service	24	23.8	10	10.2	34
Manual	27	22.4	5	9.6	32
Unemployed	38	49.0	32	20.9	70
No Response	21	20.3	8	8.7	29
Total Observed Frequency	192		82		274

df = 6

χ^2 = 16.60

Significant at .05 level.

Thirty, or 36.6 per cent, of adult students in School B, indicated professional as being their choice for expected occupations, which was the largest number, and manual, 1, or 1.2 per cent, was the smallest number listed under this heading. The percentage distribution of expected occupation of adult students in Schools A and B, can be seen in Table 9.

TABLE 9

PERCENTAGE DISTRIBUTION OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EXPECTED OCCUPATION FOR ENROLLING IN ADULT EDUCATION

Expected Occupations	School A		School B	
	Number	Per cent	Number	Per cent
Professional	106	55.2	30	36.6
Clerical	30	15.6	16	19.5
Skilled	28	14.6	22	26.8
Manual	5	2.6	1	1.2
Unemployed	5	2.6	3	3.7
No response	18	9.4	10	12.2
Total	192		82	

Chi-square was calculated for the significance of difference between adult education students in Schools A and B, in terms of expected occupations after completing their adult education program. The Chi-square value was 10.423. The criterion value of Chi-square for significance of

differences at .05 level of significance, with five degrees of freedom, is 11.070. Since the computed Chi-square is slightly less than 11.070, there was no statistically significant difference between adult education students in Schools A and B, with regard to expected occupations; therefore the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of expected occupation as a reason for enrolling in adult education. The Chi-square computations for these findings are given in Table 10.

Income of the Students

The income of the majority of adult education students in School A clustered in the category of $1,000 to $2,999 range, with 50, or 26.0 per cent of the students reporting this to be their income. The next highest income of $3,000 to $5,999, with 45, or 23.4 per cent of the students designated that as representing their income. This was followed by the $6,000 to $8,999 bracket where 24, or 12.5 per cent of the students stated this as being their income.

The greatest number of students in School B were also found to exist in the category of $1,000 to $2,999, with 17, or 20.7 per cent reporting this number. The $3,000 to $5,999 bracket was next highest with 13, or 15.9 per cent of these students being classified in this group. The income percentages for students in both schools is shown in Table 11.

TABLE 10

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EXPECTED OCCUPATION FOR ENROLLING IN ADULT EDUCATION

Expected Occupations	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
Professional	106	52.3	30	40.7	136
Clerical	30	32.2	16	13.8	46
Skilled	28	35.0	22	15.1	50
Manual	5	4.2	1	1.8	6
Unemployed	5	5.6	3	2.4	8
No Response	18	19.6	10	8.4	28
Total Observed Frequency	192		82		274

df = 5

χ^2 = 10.423

Not significant at .05 level.

TABLE 11

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF INCOME FOR ENROLLING IN ADULT EDUCATION

Incomes	School A		School B	
	Number	Per cent	Number	Per cent
$ 1,000-$ 2,999	50	26.0	17	20.7
$ 3,000-$ 5,999	45	23.4	13	15.9
$ 6,000-$ 8,999	24	12.5	7	8.5
$ 9,000-$11,999	3	1.6	3	3.7
$12,000-$14,999	7	3.6	1	1.2
No Response	63	32.9	41	50.0
Total	192		82	

Chi-square was used to determine the statistical significant difference between the number of adult education students in Schools A and B in terms of reasons given as income for enrolling in adult education programs.

The result of the Chi-square computation was 9.724. The criterion value for Chi-square with five degrees of freedom was 11.070 at the .05 level of significance. Since the computed Chi-square of 9.724 was less than the criterion

value for the Chi-square of 11.070, there was found to be no statistically significant difference between students in Schools A and B with respect to income; therefore the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of income as a reason for enrolling in adult education. The Chi-square computations for these findings are given in Table 12.

Expected Income of Students

The adult education students in School A appeared to be expecting a higher income after completing their adult education program, compared to their previous income, which might suggest that this program may be beneficial in affording them an opportunity to qualify for a position which could increase their financial earnings. The greatest number of adult students in School A, 41, or 21.4 per cent, indicated that they expect a yearly income of $3,000 to $5,999, upon completion of adult education. The next largest number, 33, or 17.2 per cent, listed $6,000 to $8,999 as their expected income, after finishing the adult education program.

Most of the adult students in School B were also found to be in the category of $3,000-$5,999, with 16, or 19.5 per cent of these students designating this to be their expected income after completing their adult education program. The bracket of $6,000-$8,999 followed with 12, or 14.6 per cent of

TABLE 12

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF INCOME FOR ENROLLING IN ADULT EDUCATION

Incomes	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
$ 1,000-$ 2,999	50	46.9	17	20.1	67
$ 3,000-$ 5,999	45	40.6	13	17.4	58
$ 6,000-$ 8,999	24	21.7	7	9.3	31
$ 9,000-$11,999	3	4.2	3	1.8	6
$12,000-$14,999	7	5.6	1	2.4	8
No Response	63	72.9	41	31.1	104
Total Observed Frequency	192		82		274

df = 5

χ^2 = 9.724

Not significant at .05 level.

the adult students in School B indicating this as being their expected income upon completion of their adult education training. The percentage distribution of expected income for Schools A and B may be seen in Table 13.

TABLE 13

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EXPECTED INCOME FOR ENROLLING IN ADULT EDUCATION

Expected Incomes	School A		School B	
	Number	Per cent	Number	Per cent
$ 1,000-$ 2,999	28	14.6	4	4.9
$ 3,000-$ 5,999	41	21.4	16	19.5
$ 6,000-$ 8,999	33	17.2	12	14.6
$ 9,000-$11,999	13	6.7	9	11.0
$12,000-$14,999	26	13.5	12	14.6
No Response	51	26.6	29	35.4
Total	192		82	

Table 14 presents the statistical significance of difference between the expected income of adult students in Schools A and B in terms of the number of reasons given for enrolling in adult education. As shown in the table, the computed Chi-square is 5.919. At the .05 level of significance, with five degrees of freedom, the required Chi-square is 11.070. Since the computed Chi-square of 5.919 was less

TABLE 14

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF EXPECTED INCOME FOR ENROLLING IN ADULT EDUCATION

Expected Incomes	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
$ 1,000-$ 2,999	28	22.4	4	9.7	32
$ 3,000-$ 5,999	41	39.9	16	17.2	57
$ 6,000-$ 8,999	33	31.5	12	13.6	45
$ 9,000-$11,999	13	15.4	9	6.7	22
$12,000-$14,999	26	26.6	12	11.4	38
No Response	51	56.1	29	23.9	80
Total Observed Frequencey	192		82		274

df = 5

$\chi^2 = 5.919$

Not significant at .05 level.

than the criterion value for the Chi-square of 11.070, there was no statistically significant difference between the adult students in Schools A and B in terms of reasons of expected income for enrolling in adult education; therefore, the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of expected income as a reason for enrolling in adult education.

Purpose for Enrolling in Adult Education

In School A, 99, or 31.4 per cent of the adult education students indicated that a desire to finish high school was their purpose for enrolling in adult education. Second in number was 95, or 30.2 per cent, who revealed that their purpose was to increase their knowledge and skill, while 56, or 17.8 per cent, stated they wanted to increase their income.

The majority, 70, or 42.2 per cent of adult students in School B, revealed their purpose for enrolling in adult education was to increase their knowledge and skill, while 45, or 27.1 per cent, expressed a desire to finish high school. Thirty-four, or 20.5 per cent, indicated their purpose for enrolling was to increase their income. The percentage distribution for Schools A and B are shown in Table 15.

When a Chi-square test was made to determine the statistical significance of the difference between adult education students in Schools A and B in terms of purpose for enrolling in adult education, the Chi-square was found to be

TABLE 15

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF PURPOSE FOR ENROLLING IN ADULT EDUCATION

Purposes*	School A		School B	
	Number	Per cent	Number	Per cent
Increase My Income	56	17.8	34	20.5
Friends are Enrolled	19	6.0	6	3.6
Increase My Knowledge and Skill	95	30.2	70	42.2
Prepare Me for Entering College	46	14.6	11	6.6
Finish High School	99	31.4	45	27.1

*Respondents could check more than one item under purposes; therefore, percentage was computed separately for each School according to each School's total number.

12.732. For significance at the .05 level of significance with four degrees of freedom, the criterion value for Chi-square is 9.488. Since the computed Chi-square is larger than the criterion value for the Chi-square, a statistically significant difference between the purpose for enrolling in adult education does exist between students in Schools A and B; therefore, the null hypothesis was rejected which stated there would be no statistically significant difference between students in Schools A and B who gave the factor of purpose as a reason for enrolling in adult education. Table 16 presents the data used in Chi-square computations.

TABLE 16

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF PURPOSE FOR ENROLLING IN ADULT EDUCATION

Purposes*	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
Increase My Income	56	58.9	34	31.1	90
Friends are Enrolled	19	16.4	6	8.6	25
Increase My Knowledge and Skill	95	108.1	70	56.9	165
Prepare Me for Entering College	46	37.3	11	19.7	57
Finish High School	99	94.3	45	49.7	144
Total Observed Frequency	315		166		481

*Respondents could check more than one item under purposes; therefore, Chi-square was computed by the number of items checked under purpose for each School.

df = 4

$\chi^2 = 12.732$

Significant at .05 level.

Participation in Community Organizations

As indicated in Table 17, 20 or 10.4 per cent of the adult students in School A were found to rate their participation in community organizations as being high. Sixty, or 31.3 per cent of adult students in the same school rated themselves as being medium for participation in community organizations, while in the same school, 64, or 33.3 per cent, revealed they participated in no community organizations.

Five adult students in School B, or 6 per cent, ranked themselves as being high participants in regards to participation in community organizations, while 18, or 22.0 per cent, classified themselves as medium participants in community organizations, with 28, or 34.0 per cent, indicating they do not participate. The percentage distribution of participation in community organizations is presented in Table 17.

Statistical computation for significance of difference between adult education students in Schools A and B in terms of rating themselves with regard to participation in community organizations showed a Chi-square of 6.558. This was less than the criterion value for the Chi-square of 9.488 at the .05 level of significance with four degrees of freedom; therefore, there was no statistically significant difference between students in Schools A and B who gave the factor of participation in community organizations as

TABLE 17

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF PARTICIPATION IN COMMUNITY ORGANIZATIONS FOR ENROLLING IN ADULT EDUCATION

Participation	School A		School B	
	Number	Per cent	Number	Per cent
High	20	10.4	5	6.0
Medium	60	31.3	18	22.0
Low	45	23.4	28	34.0
None	64	33.3	28	34.0
No Response	3	1.6	3	4.0
Total	192		82	

a reason for enrolling in adult education. These data are shown in Table 18.

Distance From Home to Adult Center

Data concerning the distance in miles to the adult education center from adult students' residence of School A showed that 35, or 18.2 per cent, lived 0-1 mile from the center. In the same category, 40, or 20.8 per cent, were found to live 2-3 miles from the adult center. Again, still in School A, 35, or 18.2 per cent, stated they lived in

TABLE 18

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF PARTICIPATION IN COMMUNITY ORGANIZATIONS FOR ENROLLING IN ADULT EDUCATION

Participation	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
High	20	17.5	5	7.5	25
Medium	60	54.7	18	23.3	78
Low	45	51.2	28	21.8	73
None	64	64.5	28	27.5	92
No Response	3	4.2	3	1.8	6
Totals	192		82		274

df = 4

$\chi^2 = 6.558$

Not significant at .05 level.

homes 4-5 miles apart from the center. Surprisingly, 32, or 16.6 per cent of those in School A, indicated they traveled 14 miles, or over, to reach their school.

Adult students in School B denote that 18, or 21.9 per cent reportedly travel 0-1 mile to reach their adult education center. Next were 30, or 36.5 per cent, who indicated they were 2-3 miles from the school, and 14, or 17.1 per cent, revealed their home was 4-5 miles in distance, while 6, or 7.3 per cent, were found to live 14 or more miles from the adult education center. These percentage distributions can be seen in Table 19.

A Chi-square of 76.977 was found when the data noted in Table 20 were statistically treated. To be significant at the .05 level of significance with seven degrees of freedom, a Chi-square of 14.067 is required. Since the computed Chi-square is considerably more than 14.067, there is a statistically significant difference between the number of adult students in Schools A and B who gave the factor of distance from School as a reason for enrolling in adult education. These data are shown in Table 20.

Reasons for Enrolling in Adult Education and Ways It Could Help Students

With regards to reasons adult education students in Schools A and B give for enrolling in the adult program and ways it could help them, the adult students could respond to more than one item under reasons. Students in School A

TABLE 19

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF DISTANCE FROM SCHOOL FOR ENROLLING IN ADULT EDUCATION

Miles	School A		School B	
	Number	Per cent	Number	Per cent
0 - 1	35	18.2	18	21.9
2 - 3	40	20.8	30	36.5
4 - 5	35	18.2	14	17.1
6 - 7	17	8.9	5	6.1
8 - 9	13	6.8	3	3.7
10 - 11	12	6.3	3	3.7
12 - 13	8	4.2	3	3.7
14 - or over	32	16.6	6	7.3
Total	192		82	

TABLE 20

FREQUENCY OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF DISTANCE FROM SCHOOL FOR ENROLLING IN ADULT EDUCATION

Miles	School A		School B		Total Observed Frequency
	Observed Frequency	Expected Frequency	Observed Frequency	Expected Frequency	
0 - 1	35	21.2	18	9.0	53
2 - 3	40	27.9	30	11.9	70
4 - 5	35	19.6	14	8.4	49
6 - 7	17	8.8	5	3.8	22
8 - 9	13	6.4	3	2.7	16
10 - 11	12	6.0	3	2.6	15
12 - 13	8	4.4	3	1.9	11
14 or over	32	15.2	6	6.5	38
Total	192		82		274

df = 7

χ^2 = 76.977

Significant at .05 level.

in responding to the reasons of enrolling in adult education to become a better informed person, 139, or 77.7 per cent stated yes, this was their reason; in the same bracket, 40, or 22.3 per cent in this category said, no, this was not their reason. In terms of preparing me for a new job, 88, or 62.9 per cent answered yes, while 52, or 37.1 per cent revealed that to prepare them for a new job or occupation was not their reason for enrolling. Slightly over half the students of School A who responded to the category, meet new and interesting people, answered "yes" with 84, or 52.9 per cent, while those stating "no" were slightly less than half with 75, or 47.1 per cent. This can be seen in Table 21.

Adult students in School B who responded to the category, to become a better informed person, 56, or 76.8 per cent reported "yes," while 17, or 23.2 per cent gave "no" as their answer in this bracket concerning enrolling in adult education and ways it could help them. The category, prepare me for a new job or occupation, yielded 54, or 72.0 per cent "yes," while 21, or 28.0 per cent said "no" to this reason for enrolling. For "meeting new and interesting people," 37, or 57.0 per cent responded "yes," which was over one-half of the number of participants reporting in this bracket, while 28, or 43.0 per cent gave "no" as their answer. This percentage distribution, with respect to reasons for enrolling in adult education and ways it could help them, can be seen in Table 21.

TABLE 21

PERCENTAGE DISTRIBUTION OF THE NUMBER OF STUDENTS IN SCHOOLS A AND B IN TERMS OF REASONS GIVEN AS A FACTOR OF REASONS FOR ENROLLING IN ADULT EDUCATION AND SOME WAYS IT COULD BE HELPFUL TO THE STUDENTS FOR ENROLLING IN ADULT EDUCATION

Reasons	School A*				School B*			
	Yes	Per Cent	No	Per Cent	Yes	Per Cent	No	Per Cent
Become a Better Informed Person	139	77.7	40	22.3	56	76.8	17	23.2
Prepare Me for a New Job or Occupation	88	62.9	52	37.1	54	72.0	21	28.0
On the Job I Held at That Time	57	37.5	95	62.5	9	14.0	55	86.0
Spend My Time More Enjoyable	57	57.6	42	42.4	32	47.8	35	52.2
Meet New and Interesting People	84	52.9	75	47.1	37	57.0	28	43.0
Carrying Out Everyday Tasks and Duties Around Home	35	23.9	112	76.1	21	32.3	44	67.7
Get Away From Daily Routine	54	34.0	105	66.0	26	39.3	40	60.7
Carrying Out Everyday Tasks and Duties Away From Home	62	39.2	96	60.8	29	45.3	35	54.7
	*N = 192				*N = 82			

*Respondents could check more than one reason; therefore, percentage was calculated by the number of "yes" or "no" responses given by the participants for each reason and each School.

Summary of Findings

This chapter has presented data concerning adult students who are attending two different adult education centers with similar or different reasons for enrolling in adult education and whether these reasons given by participants in the schools were statistically significantly different or not.

Two hundred and seventy-four subjects were used in this study. These subjects attended two centers designated as School A (John Marshall High School) and School B (Ulysses S. Grant High School). John Marshall is located in a high median income area, while U. S. Grant is considered to be surrounded by persons in a low median income category.

In the study, women outnumbered the men students participating in the investigation. There were 104, or 38.1 per cent women in School A, and 54, or 19.4 per cent women in School B, totaling 158 women. The study population was composed of 116, or 42.5 per cent men.

The majority of the adult students attending both schools were single. One hundred and twenty-nine, or 47.0 per cent of the participants in School A reported single status, while 49, or 17.9 per cent of the students in School B were found to be single.

In the area of adult student educational level, School A contained 86, or 44.8 per cent, who reported their highest educational level reached was 11th grade. Forty-two

or 21.9 per cent of this same group, reported they reached the 10th grade, while only 1, or 0.5 per cent stated their lowest educational attainment was that of 7th grade.

In School B the adult students revealed that 47, or 57.3 per cent aspired to that of grade 11, while 19, or 23.2 per cent got as far as 12th grade. Also, it is further noted that only 1, or 1.2 per cent of this group reported 9th grade was the lowest educational attainment.

A comparison made between students in Schools A and B was to determine if there were statistically significant differences existing between them in terms of the number of reasons given by participants as a factor of educational level for enrolling in adult education. The Chi-square test score was 7.162. With six degrees of freedom the criterion value for Chi-square was 12.592 at the .05 level of significance, which was greater than the computed Chi-square. Thus, no significant difference exists between the schools with respect to educational level, as a reason for enrolling in adult education; therefore the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B as a factor of educational level for enrolling in adult education.

The greatest number of students in School A, 95, or 49.5 per cent, indicated their educational aspiration for enrolling in adult education was to finish college, while the adult students in School B reported that their greatest

aspiration was to finish high school, as shown by 29, or 35.4 per cent.

A statistically significant difference was discovered between the adult participants enrolled in Schools A and B, in terms of reasons given as a factor of educational aspiration for enrolling in adult education. A Chi-square value of 11.054 is greater than the criterion value for the Chi-square of 7.815 with three degrees of freedom at the .05 level of significance; thus, a significant difference does exist between educational aspiration; therefore the null hypothesis was rejected which stated there would be no statistically significant difference between students in Schools A and B as a factor of educational aspiration for enrolling in adult education.

In comparing occupations as reasons for enrolling in adult education, it was found that 38, or 19.8 per cent of students in School A, were unemployed; also, 21, or 10.9 per cent, indicated their occupation was professional. Adults in School B reported that 32 persons, or 39.0 per cent, best described their present type of employment as unemployed, while 2 persons, or 2.4 per cent, listed professional as their present occupation.

When testing for the differences between occupations of those students in Schools A and B, a statistically significant difference was found. Chi-square was found to be 16.60, which was more than the criterion value for the

Chi-square of 12.592 at the .05 level of significance, with six degrees of freedom. Thus, a significant difference is indicated between students in Schools A and B in the matter of occupations; therefore the null hypothesis was rejected which stated there would be no statistically significant difference between students in Schools A and B as a factor of occupation for enrolling in adult education.

Students in School A, with 106, or 55.2 per cent, revealed they expected professional occupations after adult education, while those in School A, with 5, or 2.6 per cent, reported manual and unemployed as being their choice of expected occupation.

The participants in School B, with 30, or 36.6 per cent, reported professional as their expected occupation, and only 1, or 1.2 per cent indicated manual and unemployed was expected.

The expected occupations between students in Schools A and B yielded a Chi-square value of 10.423. Computed Chi-square at five degrees of freedom, at the .05 level of significance, is 11.070. Since the computed value is less than that of the criterion value for Chi-square, no statistically significant difference was found to exist between students in Schools A and B in terms of expected occupations; therefore the null hypothesis was accepted which stated there would be no satistically significant difference between students in Schools A and B as a factor of expected occupation for enrolling in adult education.

Most of the students in School A reported their income as between $1,000-$2,999 range, with 50, or 26.0 per cent, indicating this as their income and 24, or 12.5 per cent were listed as being in the $6,000-$8,999 bracket.

Seventeen, or 20.7 per cent, represented most of those in School B as being in the $1,000-$2,999 bracket, while 13 or 15.9 per cent was next highest in these categories, with $3,000-$5,999 range.

A Chi-square test between Schools A and B, in terms of reasons given as income for enrolling in adult education, yielded a Chi-square of 9.724. The criterion value for Chi-square at the .05 level of significance, with five degrees of freedom, was 11.070. To be significant a Chi-square must be equal to, or greater than, 11.070. Since the computed Chi-square was slightly less than that required, there was no statistically significant difference between the number of reasons given by students in Schools A and B as a factor of income for enrolling in adult education; therefore the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B as a factor of income for enrolling in adult education.

Most adults in School A, 41, or 21.4 per cent, revealed they expected $3,000-$5,999 a year as income after completing adult education, while 33, or 17.2 per cent indicated an expectation of $6,000-$8,999 after finishing adult education. However, 28 or 14.6 per cent showed their expected income to

be $1,000-$2,999. Twenty-six, or 13.5 per cent were found in the $12,000-$14,999 category. The smallest number, 13 or 6.7 per cent indicated they expect $9,000-$11,999 as income after finishing their program.

The largest number in School B, 16, or 19.5 per cent, listed $3,000-$5,999 as being expected yearly after completing adult education, while 12 or 14.6 per cent stated they were expecting $6,000-$8,999 as income; also, 12 or 14.6 per cent revealed an expectancy of $12,000-$14,999, while the smallest number of persons in School B expected $9,000-$11,999 as income.

Tests for significance of difference between students in Schools A and B, with respect to expected income as reasons for enrolling in adult education, revealed a Chi-square of 5.919, which is less than the required 11.070 at the .05 level of significance with five degrees of freedom; so, no statistically significant difference was found to exist between students enrolled in Schools A and B in terms of reasons of expected income; therefore the null hypothesis was accepted which stated there would be no statistically significant difference between students in Schools A and B as a factor of expected income for enrolling in adult education.

Under the heading of purpose for enrolling in adult education, students in School A, 99, or 31.4 per cent, gave a desire to finish high school as their purpose for enrolling.

Ninety-five, or 30.2 per cent, expressed a desire to increase knowledge and skill, and 56, or 17.8 per cent, wanted to increase their income.

In School B, 70, or 42.2 per cent, revealed a desire to increase knowledge and skill; 45, or 27.1 per cent showed a need to finish high school, while 34, or 20.5 per cent, wanted to increase their income.

In the matter of purpose for enrolling, between Schools A and B, a Chi-square of 12.732 was found. Since this is more than the required Chi-square of 9.433 at the .05 level of significance with four degrees of freedom, there was a statistically significant difference between Schools A and B, with regard to purpose for enrolling in adult education; therefore the null hypothesis was rejected which stated there would be no statistically significant difference between students in Schools A and B as a factor of purpose for enrolling in adult education.

Twenty, or 10.4 per cent, of the students in School A rated their participation in community organizations as being high. Sixty, or 31.3 per cent, indicated medium participation, while 64, or 33.3 per cent, revealed no participation in community organizations.

Students in School B with 5 students, or 6 per cent, ranked themselves as high in participating in community organizations, and 18, or 22.0 per cent, listed medium participation, while 28, or 34.0 per cent, revealed no participation in community organizations.

No statistically significant difference was found between students in Schools A and B with regards to community organizations. Adult education students in Schools A and B, with respect to the number of reasons given for enrolling as a factor of participation in community organizations, revealed a Chi-square value of 6.558, which was less than the criterion value for the Chi-square of 9.488 at the .05 level of significance with four degrees of freedom; therefore there was no statistically significant difference between students in Schools A and B who gave the factor of participation in community organizations as a reason for enrolling in adult education.

The matter of distance from school revealed that students in School A with 35, or 18.2 per cent, lived 0-1 mile. Forty, or 20.8 per cent, were 2-3 miles from school; thirty-five, or 18.2 per cent, indicated they lived in homes 4-5 miles away, and 32, or 16.6 per cent, were found to live 14 miles, or over, from school.

School B shows many of its students, 18, or 21.9 per cent, travel 0-1 mile to the center. Thirty, or 36.5 per cent, indicated they are 2-3 miles from the school, while 14, or 17.1 per cent, revealed they live 4-5 miles in distance, and 6, or 7.3 per cent, were found to be 14 or more miles from the center.

Chi-square at the .05 level of significance with seven degrees of freedom is 14.067, which is not greater

than 76.977; therefore there was a statistically significant difference between students in Schools A and B who gave the factor of distance from their schools for enrolling in adult education.

Concerning reasons for enrolling in adult education and ways it could help them, 139, or 77.7 per cent, of the students in School A, reported to become a better informed person was their reason for enrolling, while 40, or 22.3 per cent, revealed this was not their reason for enrolling. Eighty-eight, or 62.9 per cent, indicated they wanted adult education to prepare them for a new job; however, 52, or 37.1 per cent, said preparing them for a new job or occupation was not their reason for enrolling. Further, in School A, over one-half of the adults responding to the category, meet new and interesting people, answered "yes" with 84, or 52.9 per cent, while 75, or 47.1 per cent, answered "no."

In School B, the number of adults responding in the category, to become a better informed person, 56, or 76.8 per cent, stated "yes" as their reason for enrolling in adult education and ways it could help them, while 17, or 23.2 per cent, in the same category, indicated "no" as their answer. Concerning prepare me for a new job or occupation, 54, or 72.0 per cent, yielded "yes," while 21, or 28.0 per cent of those responding to this category, stated "no" to this reason for enrolling. In the meeting new and interesting people category, 37, or 57.0 per cent, reported "yes," and

28, or 43.0 per cent, said this was not their reason for enrolling in adult education and ways adult education could help them.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether adult education students enroll in two different schools in adult education programs with similar or different reasons, and whether there is a statistically significant difference between the number of personal reasons given by participants enrolled in selected adult education centers, according to their social characteristics and degree of social commitment.

In an effort to determine whether statistically significant differences existed between the two groups, the following null hypotheses were tested:

Ho_1: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of educational level for enrolling in adult education.

Ho_2: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B

in terms of reasons given by participants as a factor of educational aspiration for enrolling in adult education.

Ho_3: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of occupation for enrolling in adult education.

Ho_4: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of expected occupation for enrolling in adult education.

Ho_5: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of income for enrolling in adult education.

Ho_6: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of expected income for enrolling in adult education.

Ho_7: There will be no statistically significant difference between the number of subjects in School A as compared to those in School B in terms of reasons given by participants as a factor of purpose for enrolling in adult education.

In order to compare the number of reasons the adults in each school gave for enrolling in adult education, the subjects participating in the study were located in two separate schools. The first school, designated as School A, was composed of 192 adult education students. The second school, designated as School B, contained 82 students. These numbers of participants covered the entire adult education population enrolled in each school.

Findings

Adult women students outnumbered the men students participating in the study. Of the total population, School A contained 104 women, or 38.1 per cent, while School B contained 54 women, or 19.4 per cent. The total was 158 women, whereas men in the study population numbered 116, or 42.5 per cent.

Most adult students attending both schools were single. One hundred and twenty-nine participants in School A reported single status, while 49 adults in School B indicated they were single.

There were no statistically significant differences

found between students enrolled in Schools A and B in terms of educational level for enrolling in adult education.

Statistically significant differences were discovered to exist between the students enrolled in Schools A and B with regard to the matter of educational aspiration for enrolling in adult education.

In the area of occupations, statistically significant differences were discovered to exist between students in Schools A and B in terms of occupations for enrolling in adult education. However, statistically insignificant differences were found between students in Schools A and B in terms of expected occupation for becoming members in adult education.

Reasons in the category of income showed no statistically significant differences. For example, there was no statistically significant difference between adult students in Schools A and B in terms of reasons of income for enrolling in adult education, although the computed Chi-square was slightly less than that required to be significant. Income appeared to be one of the main reasons adults in Schools A and B were attending, although it was surprising to discover no statistically significant differences between incomes, the students in School A were persons attending school in a high income area while those in School B were persons attending school in a low income area. When testing for differences in expected income, no statistically significant difference was discovered between reasons for enrolling in adult education in terms of expected income.

Significant differences were revealed between students in Schools A and B in terms of reasons as to purpose for becoming members in adult education programs.

No statistically significant difference was found between students in Schools A and B with regard to participation in community organizations. A Chi-square test revealed a statistically significant difference between students in Schools A and B in terms of reasons given as to distance from schools as a factor of enrolling in adult education.

In School A, the area of reasons for enrolling in adult education and ways it could help them, 139, or 77.7 per cent of the students that responded to this category, reported they wanted to become better informed, while 40, or 22.3 per cent, revealed this was not their intention. Eighty-eight, or 62.9 per cent, indicated adult education would prepare them for a new job; however, 52, or 37.1 per cent, reported this was not their reason. Eighty-four, or 52.9 per cent, wanted to meet new and interesting people, while 75, or 47.1 per cent, indicated meeting new and interesting people was not their reason for enrolling.

For School B there were 56, or 76.8 per cent of the number of students responding to this category, who reported that to become a better informed person was their reason for enrolling, while 17, or 23.2 per cent, revealed this was not their reason. Under the category, prepare me for a

new job or occupation, 54, or 72.0 per cent, stated this as their reason for enrolling in adult education, while 21, or 28.0 per cent, said this was not their reason. Meeting new and interesting people was the reason as given by 37, or 57.0 per cent; while 28, or 43.0 per cent, said this was not their reason for enrolling in adult education.

Within the limitations of this study, more similarities than differences exist between adult education students enrolled in the two selected schools in terms of their reasons given for enrolling in adult education programs. Four hypotheses (educational level, expected occupation, income, and expected income) concerning differences in reasons given by adult students for enrolling in adult education were not statistically significant. Three hypotheses (educational aspiration, occupation, and purpose) were found to be statistically significant. Other variables tested, relative to different reasons (participation in community organizations) for enrolling, was not statistically significant; however, distance from school was significant.

Conclusions

Adult students in the two schools did not differ significantly on most of the characteristics tested. The students seem to attend adult education classes regardless of whether they are conducted in high or low income areas. They also attend because of a desire to increase their educational

knowledge and skills which will qualify them for an opportunity to acquire better jobs. Further, adult students will travel 14 miles or more to attend classes if the program is designed to meet their felt needs.

Recommendations

On the basis of the limited study the following recommendations were made:

1. It is recommended that dedicated efforts be made by adult education administrators and educators in conjunction with representatives of the federal, state, and local governments to provide adult education centers more accessible to target populations.

2. It is further recommended that adult educators use some of the significant reasons found in this study as given by adults for enrolling in adult education in terms of helping the educator design more effective adult programs.

3. Further in-depth research similar to or a continuation of the present type of investigation is needed concerning several adult education centers of varying sizes and types to determine whether the findings of this study with regards to the local limited population is applicable to similar groups in other schools.

BIBLIOGRAPHY

Books

Brunner, Edmund deS., et al. An Overview of Adult Education Research. Adult Education Association, Chicago, 1959.

Chin, Robert. "The Utility of System Models and Developmental Models for Practitioners," The Planning of Change. New York: Holt, Rinehart, and Winston Company, 1961.

Ferguson, George A. Statistical Analysis in Psychology and Education. 2nd ed. New York: McGraw-Hill Book Company, 1966.

Hagle, Paul; Watson, Richard A.; Croft, Jerry; and Hecock, Richard D. Atlas of Oklahoma County: Population and Housing. Oklahoma City Public Schools, Oklahoma City, Oklahoma, 1973.

Havighurst, Robert J. Developmental Tasks and Education. New York: David McKay and Company, Inc., 1962.

Hill, Richard J. "Studies in Adult Group Learning in the Liberal Arts: Programs Participants, Effects," A Comparative Study of Lecture and Discussion Methods. New York: The Fund for Adult Education, 1960.

Houle, Cyril O. The Inquiring Mind. Madison, Wisconsin: The University of Wisconsin Press, 1963.

Johnstone, John W. C., and Rivera, Ramon J. Volunteers for Learning. Chicago: Aldine Publishing Company, 1965.

Kerlinger, Fred N. Foundations of Behavioral Research: Educational and Psychological Inquiry. New York: Holt, Rinehart, and Winston, Inc., 1964.

Kirchner, Corinne. "Motivation to Learn," Chapter III in Brunner, et al., op. cit.

London, Jack; Wenkert, Robert; and Hagstrom, Warren O. Adult Education and Social Class. Berkeley: University of California Survey Research Center, 1963.

Loomis, Charles P., and Leonard, Olen E. Rural Social Systems and Adult Education. East Lansing, Michigan: State University Press, 1953.

Maslow, A. H. Motivation and Personality. New York: Harper and Row Publishers, 1954.

Sherif, Muzafer. An Outline of Social Psychology. New York: Harper and Row Publishers, 1948.

U. S. Bureau of the Census. Characteristics of the Population: Social and Economic Statistics, Census Tracts PHC (1)-152, Insets B and C, Oklahoma City, Oklahoma. Washington, D.C.: U.S. Department of Commerce, Bureau of the Census, 1970.

Articles

Bosier, R. W. "Motivational Orientations of Adult Education Participants: A Factor Analytic Exploration of Houle's Typology," Adult Education, XXI (1971), No. 2, pp. 3-26.

Clausen, John A.; Seidenfeld, Morton A.; and Deasy, Leila C. "Parents Attitudes Towards Participation of Their Children in Polio Vaccine Trials," American Journal of Public Health, XLIV (1954), pp. 1526-1536.

Dick, Robert N., and Montross, Harold W. "Gregariousness as a Factor in Adult Participation in University Non-Credit Evening Classes," Adult Leadership, XII (March, 1964), pp. 271-272.

Essert, Paul, and Spence, Ralph B. "Continuous Learning Through the Educative Community: An Exploration of the Family-Education, the Sequential-Unit and the Complementary-Functional Systems, Adult Education, XVIII (1968), pp. 260-271.

_____. "Continuous Learning Through the Educative Community: An Exploration of the Family-Education, the Sequential-Unit and the Complementary-Functional Systems," Adult Education, XVIII (1968), pp. 260-263.

Graham, Saxon. "Class and Conservatism in the Adoptions and Innovations," Human Relations, IX (February, 1956), pp. 91-100.

Knox, Alan B. "Clientele Analysis." Review of Educational Research, XXXV (1965), pp. 231-239.

Lengrand, Paul. "Perspectives in Life-Long Education." Canadian Commission for Unesco, Bulletin XIII (May, 1970), pp. 44-45.

_____. "Perspectives in Life-Long Education." Canadian Commission for Unesco, Bulletin XIII (May, 1970), p. 1.

Liveright, A. A., and Ohliger, John. "Perspectives in Life-Long Education." Canadian Commission for Unesco. Edited by Paul Lengrand. Bulletin XIII, No. 1, (May, 1970), p. 47.

Love, Robert. "The Uses of Motivational Research to Determine Interest in Adult College Training." Educational Record, XXXIV (July, 1953), pp. 212-213.

Maslow, A. H. "The Theory of Metamotivation: The Biological Rooting of the Value-life." Journal of Humanistic Psychology, VII, No. 2(L967), pp. 93-127.

Menzel, Herbert, and Katz, Elihu. "Social Relations and Innovations in the Medical Profession: The Epidemiology of a New Drug." Public Opinion Quarterly, XIX (1955), pp. 337-352.

Miller, Harry L. "Participation of Adults in Education: A Forced-Field Analysis." Occasional Papers, Number 14, Brookline, Massachusetts: Center for the Study of Liberal Education for Adults, 1967.

Rogers, Everett M., and Beal, George M. Reference Group Influence in the Adoption of Agricultural Technology. Ames, Iowa: State College Department of Economics and Sociology Bulletin, 1958.

Sheffield, Sherman B. "The Orientation of Adult Continuing Learners." Edited by Daniel Solomon. Chicago: Center for the Study of Liberal Education for Adults, 1964.

Verner, Coolie, and Newberry, John S. "The Nature of Participation." Adult Education, VIII (Summer, 1958), pp. 208-220.

Wanderer, Jules J. "Great Decision Survey." A Study Report for the Bureau of Sociological Research, Extension Division, University of Colorado, (1961), p. 77.

Unpublished Material

Butterdahl, Knute B. A Comparison Study of Participants in Lecture Classes and Participants in Study Discussion Groups. Unpublished masters thesis. University of British Columbia, 1963.

Davies, John L. A Study of Participant's Interest and Ability in Adult General Education Programs in Iowa. Unpublished doctoral dissertation. Iowa State University, 1949.

APPENDIX A

ADULT EDUCATION STUDENT INSTRUMENT

SURVEY QUESTIONNAIRE

Directions: (1) Please answer or check (x) the appropriate items as they apply to you to the best of your knowledge.

(2) Check only one item for each number.

(3) All information you give will be held confidential and your name should not be written on the questionnaire.

1. Sex

   a. Male ( )

   b. Female ( )

2. Age (in years):

   a. 18-27 ( )

   b. 28-37 ( )

   c. 38-47 ( )

   d. 48-57 ( )

   e. 58 or above ( )

3. Marital Status:

   a. Single ( )

   b. Married ( )

   c. Divorced ( )

   d. Widowed ( )

   e. Separated ( )

4. What is the last grade in school you have completed?

   a. 7th grade ( )

   b. 8th grade ( )

   c. 9th grade ( )

   d. 10th grade ( )

   e. 11th grade ( )

   f. 12th grade ( )

   g. _____ (no response)

5. How would you describe your present type of occupation?

a. Professional ( ) e. Manual ( )

b. Clerical ( ) f. Unemployed ( )

c. Skilled ( ) g. _____(no response)

6. Personal yearly income before receiving any adult education training:

a. $ 1,000 - $ 2,999 ( )

b. $ 3,000 - $ 5,999 ( )

c. $ 6,000 - $ 8,999 ( )

d. $ 9,000 - $11,999 ( )

e. $12,000 - $14,999 ( )

f. _____(no response)

7. How would you rate your participation in community organizations?

a. High ( ) c. Low ( )

b. Medium ( ) d. None ( )

8. How far do you plan to go in school?

a. Finish high school ( )

b. Finish college ( )

c. Trade school ( )

d. _____ (no response)

9. After completing your education, what type of occupation do you expect to get?

a. Professional ( ) e. Manual ( )

b. Clerical ( ) f. Unemployed ( )

c. Skilled ( ) g. _____(no response)

10. Personal yearly income you expect to receive after completing adult education training:

a. $1,000 - $2,999 ( ) d. $ 9,000 - $11,999 ( )

b. $3,000 - $5,999 ( ) e. $12,000 - $14,999 ( )

c. $6,000 - $8,999 ( ) f. _____(no response)

11. I am attending adult education classes (for example) for the following reasons: to help me increase my income, because my friends are enrolled, to increase my knowledge and skill, and preparation for entering college.

List as many reasons in order of preference which you think are appropriate for you.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

12. How far do you live from this school?

a. 0-1 mile ( ) e. 8- 9 miles ( )

b. 2-3 miles ( ) f. 10-11 miles ( )

c. 4-5 miles ( ) g. 12-13 miles ( )

d. 6-7 miles ( ) h. 14 miles or more ( )

13. What was your reason for choosing this school?

a. Location ( ) c. Friend's influence ( )

b. Teacher's influence ( ) d. _____ (no response)

14. Check one response for each letter as it applies to your reasons for enrolling in adult education and some ways it could be helpful to you.

a. Become a better informed person Yes___ No___

b. Prepare me for a new job or occupation Yes___ No___

c. On the job I held at that time Yes___ No___

d. Spend my time more enjoyably Yes___ No___

e. Meet new and interesting people Yes___ No___

f. Carrying out everyday tasks and duties around home Yes___ No___

g. Get away from daily routine Yes___ No___

h. Carrying out everyday tasks and duties away from home Yes___ No___

APPENDIX B

CORRESPONDENCE RELATED TO THE STUDY

Milton David Scott, Jr.
102 Drexel Avenue
Langston, Oklahoma
November 27, 1973

Dr. Ron Schnee
Research Coordinator
900 North Klein Street
Oklahoma City, Oklahoma

Dear Dr. Schnee:

Please accept this letter as a request for permission to conduct a study dealing with Adult Education Students enrolled in John Marshall and Ulysses S. Grant High Schools. The study will focus upon significant differences between the number of reasons adult students give for enrolling in Adult Education programs in each school.

A survey questionnaire was developed that could be used in collecting data for the study which would require about 30 minutes or less.

This study is essential to serve as partial fulfillment of the requirements for the Doctor's degree at the University of Oklahoma.

I will look forward to your correspondence concerning the proposed investigation in Adult Education.

Yours truly,

Milton David Scott, Jr.

MDS/meb

RESEARCH APPLICATION TO OKLAHOMA CITY PUBLIC SCHOOLS

Applicant's Name Milton D. Scott, Jr. University of Okla.

Address 102 Drexel Ave., Langston, Okla. Telephone Number (405) 466-2656 Degree Program Higher Education (Adult Education) (Doctoral)

Advisor's Signature C. F. Gates Department Education

TITLE: A Comparison of Characteristics and Factors of Adult Education Participants Enrolled in Two Selected Schools in Oklahoma City

OBJECTIVES: To determine whether adult education students in two selected centers with similar or different reasons enroll in adult education programs and whether there is a statistically significant difference between the personal reasons indicated by participants enrolled according to their social characteristics and degree of social commitment.

PROCEDURE: (General Design, Population and Sample, Instrumentation, Analysis, Time Schedule, etc.; use back of sheet, if necessary)

The sample consist of the entire population of adult education students who are actively enrolled and attending adult education classes at John Marshall (School A = 192 students) and U.S. Grant (School B = 82 students).

A structured questionnaire was developed for the adult participants to be administered by instructors (who consented to help) at the two schools for purposes of data collection. The students at each school should be able to complete their questionnaires within 30 minutes or less.

These data will be analyzed and statistically treated by using Chi-square to determine if there is a statistically significant difference between the number of personal reasons indicated by the subjects in School A compared to those in School B in terms of reasons given by participants as a factor of: educational level, educational aspiration, occupation, expected occupation, income, expected income, and purpose for enrolling in adult education.

Adult education classes in John Marshall and U. S. Grant are held on Monday and Wednesday nights from 6:00 p.m. to 9:00 p.m., so it would be on one of these nights that the questionnaires would be administered.

INVOLVEMENT OF OKLAHOMA CITY SCHOOLS: (use back of sheet, if necessary)

Since this study will deal with adult education students attending classes within the Oklahoma City area and held in Oklahoma City School buildings, the writer felt it is necessary to furnish results of this study to the research Coordinator and to the adult administrators at John Marshall and U. S. Grant. From this study, adult educators should be able to draw some conclusions as to what could be done to interest people not now involved in adult education through encouraged participation.

Submit 4 copies to: Research Coordinator, Oklahoma City Public Schools, 900 N. Klein, Oklahoma City, Oklahoma 73106

All applications will be reviewed by a Research Committee. You will be notified by mail as to the decision of the committee, and this process will usually take about two weeks.

Oklahoma City Public Schools
900 North Klein
Oklahoma City, Oklahoma 73106

December 19, 1973

Mr. Milton Scott
102 Drexel Avenue
Langston, Oklahoma

Dear Mr. Scott:

I am happy to inform you that the Research Committee has approved your request to conduct a study in the Oklahoma City Public Schools. Please contact Mr. Wesley Driggs at the Adult Institute to make further arrangements for your study. His telephone number is 232-5273. Good luck on your study.

Sincerely,

Ron Schnee, Ed.D.
Research Coordinator

RS:rc

Milton David Scott, Jr.
102 Drexel Avenue
Langston, Oklahoma

December 14, 1974

Mr. Wesley Driggs
Director of Adult Education
715 North Walker Street
Oklahoma City, Oklahoma

Dear Mr. Driggs:

As partial fulfillment of the requirements for the doctorate degree at the University of Oklahoma I am interested in conducting a study in the Oklahoma City Public School System.

Since I am in the field of Higher Education (Adult Education), I would like my investigation to concern itself with the Adult Education Students enrolled in John Marshall High School and Ulysses S. Grant High School. The area of study that I am interested in is the Differences in Reasons Adult Students Give for Enrolling in Adult Programs. More specifically the purpose is to determine if statistically significant differences exist in reasons given by participants for enrolling.

If permission is granted to do the study, I should think the results found would prove to be very beneficial to those persons in or related to Adult Education Programs in the Oklahoma City Public School system, including teachers and administrators in terms of research information and added knowledge about Adult Education Students' enrollment. Furthermore, the results should furnish some clues as to what administrators might do to attract more new students in terms of some of the reasons adults in this study give for enrolling.

Please advise me concerning this matter of interest at your earliest convenience.

Yours truly,

Milton David Scott, Jr.

MDS/lg

Adult Education
OKLAHOMA CITY PUBLIC SCHOOLS
715 NORTH WALKER
OKLAHOMA CITY, OKLAHOMA 73102
232-5273

December 21, 1973

Mr. Milton D. Scott
102 Drexel Avenue
Langston, Oklahoma 73501

Dear Mr. Scott:

Your permission to conduct a Doctoral Study in Adult Education has been granted for the John Marshall High School and Ulysses Grant High School.

You would be advised to contact the Adult Education administrators at the two schools for setting up the time most convenient to you for the purpose of collecting the data for your study.

We are very pleased to have persons interested in our program especially those in the field of Adult Education to conduct this type of study.

Please advise me if I may be of further assistance.

Yours truly,

Wesley Driggs, Director

WD:hr