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The Ohio State University

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SELECTED CHARACTERISTICS AND ACADEMIC CONCERNS
OF ADULT PART-TIME LEARNERS WHO ARE EMPLOYED
FULL-TIME AND ENROLLED AT A TWO-YEAR TECHNICAL COLLEGE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Stephanie A. Hrycyk, B.A., M.A.

The Ohio State University
1981

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Susan Sears

Approved By
Adviser
Educational Foundations
and Research
Dedicated to my parents, John and Stephanie Hrycyk who raised me in an atmosphere of acceptance, understanding, and love,

and

To all the adult part-time learners who have sacrificed countless numbers of hours with their families and friends to improve their knowledge while maintaining a full-time job.

It is hoped that studies such as this one will assist administrators and educators in understanding these unique learners
Sincere appreciation is extended to the individuals who contributed to the development and completion of this dissertation. I particularly want to thank my adviser, Dr. Robert Bargar, for allowing me to grow professionally in an atmosphere of trust, guidance, and acceptance. I wish to thank my committee members, Dr. William Dowling, Dr. Susan Sears, and Dr. Kelley Duncan, who offered so generously of their time, suggestions, and encouragement which were so crucial to the success of this study.

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For the many hours of patience and kindness extended to me out of respect and confidence, I thank Dorothy Downey, an outstanding human being and a true example of God's Goodness.

And finally, a very warm and grateful thank you to Mary K. Beyrer, my inspiration -- my friend.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Vita</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
</tbody>
</table>

## CHAPTER

### I. Introduction ........................................... 1

- Statement of the Problem .......................... 3
- Purpose of the Study ................................. 6
- General Objectives of the Study .................. 6
- Significance of the Study ....................... 7
- Procedures ........................................... 8
- Definition of Terms ................................ 10

### II. Review of Literature ............................. 12

- Two-Year Colleges and Their Enrollments .......... 13
- Characteristics of Adult Part-Time Learners ...... 16
  - Reasons for Attending School ...................... 20
  - Reasons for Enrolling at Life Cycle Stages .... 22
- Needs of the Adult Part-Time Learner ............... 24
  - Common Problems of the Adult Learner .......... 25
  - Recommendations .................................. 26
- Adult Developmental Patterns and Their Effects of Learning .............................................. 32
  - Developmental Tasks ................................ 33
  - Life Transitions, "Rites of Passage," and Change Events ........................................ 36
  - Summary ............................................... 39
### III. Research Methodology

- Arrangement for Conduct of Study ........................................ 41
- Selection of Study Sample ............................................... 42
- Development of Interview Guide ...................................... 44
- Conduct of the Study ..................................................... 48
- Data Collection .............................................................. 50
- Method of Data Interpretation .......................................... 51
- Limitations ................................................................. 52

### IV. Results of the Study

- Demographics of the Sample Interviewed .......................... 55
  - Stress Level: Student Life and Life in General .................. 58
  - Support Systems ....................................................... 59
  - Occupations ................................................................ 61
  - Degree Programs ....................................................... 62
  - Reasons for Attending College ...................................... 63
  - Educational Goals ..................................................... 64
  - Summary ................................................................. 65

- Problems, Needs, Suggestions for Improvement ............. 67
  - Problems Faced by Adult Part-Time Learners as a Result of Being in School .................. 67
  - Summary of Problems Faced ........................................ 70
  - Needs to be Satisfied as Adult Part-Time Learners Attend College .......................... 71
  - Summary of Needs Desired ........................................... 73
  - Suggestions for Improvement of Educational Setting by Adult Part-Time Learners ........ 74
  - Summary of Suggestions Recommended .......................... 77

- Instructional Concerns .................................................... 78
  - Summary of Instructional Concerns ................................ 82

- Immediate and Long-Term Goals ..................................... 83
  - Summary of Immediate and Long-Term Goals ....................... 87

- Developmental Patterns ................................................ 88
  - Summary of Relationships between Developmental Questions .................................. 102

- Inter-Relationships of Data Categories .............................. 103
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Summary, Conclusions, and Recommendations</td>
<td>105</td>
</tr>
<tr>
<td>A Holistic Summary of the Study</td>
<td>105</td>
</tr>
<tr>
<td>Conclusions</td>
<td>108</td>
</tr>
<tr>
<td>Recommendations</td>
<td>111</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td></td>
</tr>
<tr>
<td>A. Complete Demographic Profile on Participants.</td>
<td>114</td>
</tr>
<tr>
<td>B. Letter of Introduction/Return Form</td>
<td>119</td>
</tr>
<tr>
<td>C. Interview Guide</td>
<td>122</td>
</tr>
<tr>
<td>D. Follow-Up Letter</td>
<td>132</td>
</tr>
<tr>
<td>E. Frequency of Problems Faced by Adult Part-Time Learners</td>
<td>135</td>
</tr>
<tr>
<td>F. Frequency of Needs Expressed by Adult Part-Time Learners</td>
<td>137</td>
</tr>
<tr>
<td>G. Frequency of Suggestions for Improvement of Educational Setting by Adult Part-Time Learners</td>
<td>139</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>141</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Demographic Status on Adult Part-Time Learners</td>
<td>57</td>
</tr>
<tr>
<td>4.2</td>
<td>Support Systems</td>
<td>59</td>
</tr>
<tr>
<td>4.3</td>
<td>Positive Comments about Instructional Procedures</td>
<td>78</td>
</tr>
<tr>
<td>4.4</td>
<td>Negative Comments about Instructional Procedures</td>
<td>80</td>
</tr>
<tr>
<td>4.5</td>
<td>Institution's Effectiveness for Meeting Needs of Adults</td>
<td>82</td>
</tr>
<tr>
<td>4.6</td>
<td>Immediate Goals</td>
<td>85</td>
</tr>
<tr>
<td>4.7</td>
<td>Long-Term Goals</td>
<td>86</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

"For the first time, almost half of the students enrolled in post-secondary institutions of higher education are studying part-time, and the number of part-time students is growing." (Drazek, 1977). "Today's part-time students are typically 30 years of age and over and employed full time at work or at home" (Hamilton, 1979). They have come back to school for several reasons: to improve themselves in their world of work, in their community responsibilities and in self-fulfillment (Drazek, 1977). At one time, employment was the principal reason older students gave for pursuing further study. There seems to be a growing interest in self-development and through this growth adult educators are coming to realize that institutions which foster many learning experiences should be cognizant of the adult's needs and problems. Understanding the needs and problems of these learners is crucial if progress in developing successful adult education programs is expected for the future.

This study concerns the adult part-time learners of a two-year technical college in a mid-western state. The focus of this study is the needs, problems, academic concerns and developmental
patterns of these students.

Levinson (1978) and Gould (1972) are two famous investigators in the field of adult developmental patterns. Sheehy (1974), a reporter, has also helped popularize this topic. These three individuals basically share the same general opinions on the subject of developmental ages. The mid 20's are a period of provisional adulthood; the late 20's and early 30's are a time when previous commitments are reevaluated and their meanings are questioned; the 30's seem to serve as a settling down period, the time of achievement when one becomes one's own person; the 40's are a time when time itself becomes more apparent and the "mid-life transition is at hand." This study is directly concerned with the adult part-time learners who are over the age of 30.

Theorists assert that there is a difference between facilitating the learning of adults and children; therefore, it is necessary that educators find out what these areas of difference are, to see if the theorists and developmentalists are accurate in their assumptions. "There is a growing public awareness that adulthood is as complex, as dynamic, and at least in some ways, as amenable to change as is childhood or youth" (Wells, 1980). In the past 100 years, there have been over 6510 studies accomplished about adult learners—but only 55 of them have pertained to adult part-time learners. Of that 55, only four dealt directly with the characteristics of adult part-time learners. Adult part-time learners offer valuable contributions to society. They are the decision makers.
the parents, and the work force of America. It is important now, for institutions of higher learning to help adult learners find a comfortable world in which to learn, so they may pursue their educational goals and continue to be part of the productive society of modern America.

Statement of Problem

Adult learners come to institutions of higher education with numerous needs, problems, concerns, and developmental patterns. If adult educators, program planners, and administrators are to accommodate these adult learners, they must be aware of these concerns as they exist for the adult learner. The central questions being asked in this study are: What are the learning needs of adult part-time learners who are employed full-time and enrolled at a two-year technical college? What are the problems they are encountering as a result of being enrolled in this technical college? What are the instructional concerns they are facing in the classroom and what suggestions can they offer for improving the learning conditions for adult students in their college? A final question of equal importance to the field of adult education is, what are the developmental patterns these adult part-time learners are experiencing? The notion and the process of educating adults would be hard to digest and execute without the knowledge of adult development
and all its transitions and tasks, Malcolm Knowles adds some reassuring assumptions about learning and teaching when he states that: (1) adults can learn; and (2) learning is an internal process (Knowles, 1980, p. 55). With this knowledge, educators can undoubtedly perceive the ramifications that adult development will have on a human being's internal process. Chickering (1976, p. 87) adds that "current knowledge concerning ages and stages has powerful implications for higher education."

Many more adults are returning to school and this is presenting a special concern. Educators do not know best how to reach the adult learner because they are not sure of what the needs, concerns, problems, and developmental patterns are that these individuals experience in their educational process. This investigator believes there is a need to examine how the adult learner views the instructional situation and to discern what, if any, suggestions the adult learner would make about improving their educational experience. Pine and Horne (1969) clearly state as one of their principles of adult learning that "learning is the discovery of the personal meaning and relevance of ideas — People more readily internalize and implement concepts and ideas which are relevant to their needs and problems." In order to maintain an interest in learning for adult students, the student rather than the program is of central concern. This also includes the curriculum which should take its
cues from the learning needs and interests of both faculty and student (McCoy, 1975).

The needs, problems, and instructional concerns can be obtained from one or all of five sources. These have been outlined by Knowles:

1. from individuals themselves. Most individuals are aware of some of their needs for further development, whether or not they have yet risen to the point of becoming interests (in the sense that he wants to do something about them now).
2. from people in "helping roles" with individuals
3. from the mass media
4. from professional literature
5. from organizational and community surveys (Knowles, 1970:91-95)

"If time and money prohibit the use of all five sources, it would seem logical and most productive to approach the individuals themselves." (Teske, 1980). Through the use of qualitative research, the informal interview can accurately depict the adult part-time learners' responses concerning their learning needs, problems, academic concerns, suggestions for improvement and common developmental patterns, which are so vitally significant in the facilitation of adult learning.
Purpose

The purpose of this study is to assess, through interviews, (1) the learning needs, (2) the problems encountered as a result of being in an academic setting, (3) the instructional concerns, (4) the suggestions for improving the learning conditions for adult students in their college, and (5) the common developmental patterns of adult part-time learners who are employed full-time and enrolled at a two-year technical college. Any trends in this assessment which are related to demographic data will also be noted. Finally, from the data gathered during this study, recommendations for facilitating the learning of adult part-time learners will be proposed.

General Objectives of the Study

1. To ascertain which personal and academic needs a sample of adult part-time learners over the age of thirty deem most essential as they return to college.

2. To discern which personal and academic problems are most unique to a sample of adult part-time learners as a result of being a student again.
3. To recognize the instructional concerns a sample of adult part-time learners deem most important.

4. To ascertain the suggestions a sample of adult part-time students recommend for improvement of their present educational program.

5. To determine some common developmental patterns from a sample of adult part-time learners on major concerns of self and time.

6. To relate the findings in objectives 01-05 with personal data of the individual including: age, sex, and marital status.

7. To propose recommendations for improvement in the facilitation of learning for adult part-time learners within a two-year technical college.

Significance of the Study

America's technological society has given adults a host of reasons for returning to the classroom. Some of the significant reasons are:
promotion in job, increase in salary, possible loss of a spouse (security income) or inflation. However, there are reasons adults come back to school other than for livelihood and maintenance. These other reasons include stress management classes, curiosity to learn more, assertiveness training, non-credit classes—"just for something to do," learning a new hobby and preparing for retirement and leisure.

The significance of dealing with major issues of adult part-time learners in the areas of their needs, problems, concerns, and developmental patterns is valuable to the process of adult education. It provides a new body of knowledge whereby administrators, staff developers, and educators can evaluate their present services to their adult part-time learners and possibly provide more efficient and rewarding services to this unique population.

It is also significant that adult part-time learners realize there is a beginning awareness and understanding of their special situation by the institutions of higher learning. The learners' input can be used for bettering the educational process of adults returning to school.

Procedures: An Overview

A list of all adult part-time students over the age of twenty-nine was obtained from the two-year technical college. A contract was signed insuring a return of that list by May 1, 1981. After securing this list, a letter was sent to 200 adult part-time learners randomly
chosen from the list obtained from the college, including an explanation of the study, and a request of the adult learner to participate in an interview. (See Appendix B.) A return addressed, stamped envelop was enclosed for prompt return to the researcher. Thirty responses were needed for the study. When the responses arrived, a phone call was made to each adult learner to set up a time for the interview.

The first five responses constituted a pilot study to interview guide and allow the investigator an opportunity to become familiar with the interview process and the sample selected. The remaining twenty-five individuals were then interviewed.

To ensure anonymity, the participating college was not named and there was exclusive anonymity of each interviewee. General category groupings are the only manner in which results of the study were examined and explained.

The interview guide was formulated covering all the material needed for the research. (See Appendix C.) The interviewee was not expected to follow the guide; it was a tool designed more for the use of the interviewer. Twenty of the interviews were conducted by the author, the remaining ten were conducted by a fellow graduate student who has extensive interviewing experience.

A descriptive data fact sheet was used to collect demographic information about each interviewee. In an effort to allow the
participants to feel comfortable during the interviews, the sessions were conducted in a gradual, informal manner. The interview sessions were tape recorded with the written permission of the interviewee, at which time a consent form was also signed as designated by University research policy.

It is believed the researcher's choice of questions allowed the interviewee an opportunity to dwell on the areas he or she felt important, including topics not formally included by the interviewer, yet of vital concern to the issue of adult learning. Upon completion of the study, each participant received a thank you letter of thanks and a short summary of the study by mail (See Appendix D).

In summary, the conduct of the study was by interview which included both guided and structured questions for the participant to answer. Since the investigator had no exact idea of what the learning needs, problems, or instructional concerns were for this particular group of adult learners, it was felt that this type of research explored some of the personal concerns facing these adult learners which another method of collecting information might not have provided.

Definition of Terms

The following is a list of definitions for those terms most commonly used in both the interview guide and the study.
Adult Part-Time Learners - those individuals enrolled in one or more hours but less than a full-time load, at a two-year technical college who are employed full-time and are over the age of thirty.

Educational Goal - the professional plans for the adult part-time learner upon completion of school or classes.

Learning Needs - the individual requirements the adult part-time learner holds personally, which might be fulfilled as a result of returning to school.

Academic Concerns - issues or problems that have appeared in the life of adult part-time learners now, as a result of returning to school.

Support Groups - the emotional and psychological encouragement that friends, family and co-workers may or may not give the adult part-time learners for returning to school.

Developmental Patterns - those characteristics of the adult part-time learners that deal primarily with the issues of time and self.

Self-Select - the sample interviewed in this study selected themselves by returning the volunteer form to the investigator.

Style of Working - each adult part-time learner's customary everyday occupational procedures

Style of Living - each adult part-time learner's customary everyday experiences in life.
CHAPTER II

THE REVIEW OF LITERATURE

Overview

The age and characteristics of college students are rapidly changing. Regular college age students (18-22) now account for only half of all college enrollment. "Of the fifty percent growth in two-year colleges between 1970-1977, three quarters of the growth was contributed by the 22-34 year-old population" (Gilbert, 1980). These new students are different from traditional students. As Eliason (1980) points out:

1. They often have a specific career objective.
2. They are usually highly motivated
3. They want retraining, certification and licensing.
4. Many arrive with college-level knowledge acquired in non-traditional ways, such as Credit for Life Experience (CLEP).

A great majority of these students are part-time learners. They comprise some sixty-two percent of the two-year college population (Gilbert, 1980). "It is apparent that the adult part-time learner is the hope of the future for two-year college survival" (Eliason, 1980).
The sections to follow in this review of literature will give an account of some of the outstanding characteristics of two-year colleges and their adult part-time learners. The areas directly related to the major topics in this study have been addressed.

1. Two year colleges and their enrollment
2. Characteristics of adult part-time learners
3. The needs of adult part-time learners
4. Adult developmental patterns and their effects on learning.

Two Year Colleges and Their Enrollments

The number of two-year colleges have grown at such an accelerated rate that many educators are probably not cognizant of the large number of two-year colleges that exist in the United States and outlying areas. As of October, 1979, there were 1,230 public and private two-year colleges. These consisted of: (1) public and independent community and junior colleges; (2) technical institutes; and, (3) two-year branches of four-year colleges and universities (Gilbert, 1980).

There are four general types of programs that are offered at community, junior, and technical colleges. The first program is Vocational/Occupational Technical, usually encompassing such technologies as: data processing, health and paramedical services, engineering,
business and commerce and public service. "These programs are designed to lead directly to employment in a specific establishment or emerging field. This area shows strong growth and also leads to a certificate, diploma or an associate degree" (Gilbert, 1980). The second program is called Transfer/Liberal Arts/College Parallel, which are similar to the first two years of a baccalaureate degree. The third is Community Education and Special Interest Programs. These are for individuals who are not necessarily interested in earning a degree but are interested in civic, cultural or recreational courses. The fourth type of program is Developmental or Remedial, a program that offers refresher courses or prerequisites to required courses (Gilbert, 1980).

Enrollment

The following facts and figures are taken from Gilbert’s report in 1980 by the Association of Community and Junior Colleges in Washington D.C.

-- In 1978, for every one hundred undergraduates enrolled in four-year colleges, there were forty-two enrolled in two-year colleges;
-- The enrollment of two-year colleges is expected to increase seven percent while the enrollment of four-year colleges is expected to decrease six percent during
the 1978-1988 period.

-- In the fall of 1979, 4,487,872 students enrolled in two-year colleges for credit courses -- both full and part-time. This represents thirty-nine percent of the total undergraduate enrollment in this country.

-- Two-year colleges enroll ninety percent of their students within the state.

-- There are about as many non-credit students as credit students enrolled at two-year colleges.

-- The mean age of two-year college students enrolled for credit is twenty-seven.

-- As of October, 1977, 1.3 million people over the age of thirty-five enrolled in college (two and four-year). Eighty percent were part-time.

-- In 1979, sixty-two percent of all students enrolled were part-time.

-- Women make up fifty-four percent of part-time students in two-year colleges and minority students make up almost twenty
percent

--- No fees are charged to elderly learners at seventy-six percent of the two-year colleges.

The United States is not the only country to experience the impact of the part-time student. In Canada, for example, from 1952-1968, part-time enrollment increased twenty-five times while full-time enrollment tripled. This increase is accredited to two reasons: (1) the number of women enrolling in post-secondary courses, and (2) the two-year colleges have made continuing education available for many who never expected to go on to higher studies (Beagle and Melnyk, 1971).

The literature clearly indicates the growth pattern of two-year colleges and their Pied Piper effect on the non-traditional college student. Before recommendations can be made for improving the quality of education for the adult part-time student, it is essential to explore some key areas directly concerning the adult part-time learner and how these key areas (characteristics, needs and development patterns) affect learning.

**Characteristics of Adult Part-Time Learners**

In 1970, Bruce Swinburne did a study of the characteristics of adult part-time students in selected public community colleges, and
found that this particular group of students possessed highly diverse characteristics and that they were not amenable to any singular classification system. Swinburne also found that the size of the community exerted no influence on the characteristics of adult part-time students attending public community colleges.

Swinburne's study did not cause researchers to abandon any future hopes of identifying this particular group of learners. Instead, many researchers have discovered several unique qualities that have been duplicated in other studies. These unique qualities are not reserved for only adult part-time learners; however, these qualities do serve as a guide for adult educators and administrators in helping them provide better educational services for this specific population of learners.

From 1970 to 1980 some qualities have been discovered that usually describe the adult part-time learner. These qualities are not found in all adult part-time learners, but they seem to be the qualities most duplicated in current studies. The following is a listing of these qualities and the researchers that studied them.

--- The typical adult learner (full or part-time) earns about twenty thousand dollars a year, has two years of college, is about thirty-six years old and is seeking career and/or personal enhancement.

--- Ninety-three percent of the adult part-time students are employed.
-- The higher the level of education already achieved, the more likely the person is to be enrolled in adult education.

-- The more affluent, the more likely the person is to be enrolled in adult education.

-- Personal or family funds are used for fifty-seven percent of course payment. Twenty-four percent of the courses are paid by the employer.

-- Part-time learners are on the average, older than full-time students.

-- Two out of three of the older learners attend part-time and women constitute fifty-four percent of the part-time population.

-- College students 28 and older are more likely than younger students to be high achievers. The adults' problem-solving orientation to learning and a desire to immediately apply new knowledge contribute to higher academic advancement.

-- Since 1970 the characteristics of students in two-year colleges changed more than those of students in four-year colleges. They are older, married, attend part-time, are from less affluent
homes and are from parents of less education.

(Gilbert, 1980)

--- Part-time learners are slightly more likely to live in urban areas.

--- Blacks make up considerably less than their proportionate share of learners, Hispanics make up considerably less than their share, and whites make up a bit more than their share.

--- Of all professional groups, adults engaged in professional and technical work are most likely to pursue education.

--- Participation in learning activities drops sharply among adults who have five or more children.

--- Adults in the Pacific coast states are more likely to engage in learning activities than those in any other region of the nation and adults in the South Atlantic states are less likely than in any other region.

(Eliason, 1980)

--- Adult part-time students attain more education than their parents or siblings.
Younger adult part-time students are more concerned than the more mature student with using the community college experience to gain a degree and improve occupational status.

Adult part-time students are highly sensitive to time investments demanded by enrollment in the college and are irritated with time consuming, non-instructional activities such as complex registration procedures.

(Swinburne, 1970)

Adult workers who show a stable job history will be less likely to express an interest in pursuing vocational training programs than adults who have a more mobile job history.

(Lewis and Blake, 1978)

Reasons for Attending School

There are approximately sixty-four million people engaged in various kinds of post-secondary education. Forty-six percent are engaged in nonschool organizations and the remaining are enrolled in colleges or universities. "Eighty-three percent of these sixty-four million named
some transition or specific event in their lives that caused them to return to school. Of the eighty-three percent, fifty-six percent cited job-career transitions and thirty-five percent cited family-life transitions as triggering their learning activities" (Gilbert, 1980).

Adults can learn through any one of several types of learning facilities. The most common are: (1) institutions of formal learning; (2) community and cultural organizations; (3) self-directed learning; (4) employer-sponsored learning activities; (5) interests and sports clubs, and (6) radio and television broadcasting. Ignacy Vaniewicz (1975), estimated that three of ten adults engage in a deliberate learning activity through one of the above categories. Vaniewicz (1975) also found that the most popular type of institution sponsoring part-time learning opportunities the employer-sponsored courses which constituted thirty-seven percent of the institutions offering learning opportunities to adult part-time learners.

Adult part-time learners have very few hours in the day in which to devote to superfluous activities. Their time with their families is precious and they usually tend to want the time they spend in a learning activity to serve some purpose or achieve some goal. Two thirds of adult part-time learners would like to earn a certificate or degree, and six of the ten learners indicated that at least one of the subjects they studied was related to their job or occupation (Vaniewicz, 1975). It was also found that the two strongest learning motivators for adult part-time learners were cognitive interest and
professional advancement; however, it should be noticed that the older learners are less drawn by professional advancement and more drawn by social welfare (Joseph, 1980).

The following pages are outlines from Chickering (1976) and Weatherby (1977) depicting (1) the motives for education, and (2) the reasons for enrolling in education at different ages.

Reasons for Enrolling at Life Cycle Stages

During the 20's -- when individual enters the adult world

1 - it's the right time
2 - continuing my education -- completing "unfinished business"
3 - furthering career goals, gaining needed credentials
4 - intellectual satisfaction -- overcoming stagnation
5 - personal search; keeping "some spark alive"

30's -- Transition

1 - finishing one's education, setting new goals, contingent on children's ages and family responsibilities
2 - boredom and dissatisfaction, need for redirection in work and perhaps personal life
3 - overcoming isolation, seeking self-identity, personal growth
4 - seeking professional advancement in one's own terms, clear identity and direction in work
30's and 40's

1 - pursuing long-term goals, accelerating progress
2 - satisfying intellectual curiosity, exploring personal interests
3 - combining study and family responsibilities and enjoying both
4 - making financial ends meet

Mid-Life Transitions - Work, Self, and Changed Family Circumstances

1 - finding meaningful work in changed life circumstances
2 - realizing a long-deferred dream
3 - exploring one's identity apart from work and family roles

50's

1 - regaining direction after crisis and personal upheaval
2 - starting some new work; family responsibilities have lessened or changed
3 - pursuing long-valued interests and goals

Later Adulthood - Personally Valued Goals

1 - need for knowledge and authority to pursue self-defined work and new goals

Needs of the Adult Part-Time Learner

It seems unbelievable that in today's society, a sizeable number of educators, administrators, and staff developers are not able to satisfy the academic needs of adult part-time learners. What is even more unbelievable is that a good number of the people in charge of the institutions which facilitate the learning of adult part-time learners are not even aware of these needs. "There has not been sufficient recognition of the need for change in the ways colleges operate with respect to enrolling students, accounting for their goals and objectives and evaluating their performances" (Knoel, 1976).

If these adult part-time learners experience success in their courses at a particular college, chances are they will return to that same college for more education. "Educational attainment is the single most important predictor of an adult's participation in further education. Education is addictive" (Cross in Eliason, 1972).

In general, many educators and administrators are not cognizant of the fact that sixty-five million adults lack basic competency skills, or that fifteen million adults lack college degrees, and that twelve million professionals require regular in-service education (Gilbert, 1980). The number of adults requiring education, plus those seeking it, is outstandingly high, yet the needs of these learners are just now beginning to surface and make themselves known.
Connon Problems of the Adult Learner

The problems that plague adult part-time learners fall into at least two distinct categories, one being their personal difficulties in attending college and the second being the difficulties caused by the educational institutions such as the present structure of most college programs for the adult learner (David, 1976). In the first category the problems of time management, transportation, and physiological fatigue are most common. In the second category the problems are great in number; just a few are: ill-provided facilities for eating and breaks; insufficient lighting on campus; lack of enthusiasm among the night school faculty (commonly referred to as "sleepy part-timers"); closed administrative offices, restricting students' access to deans, counselors, department chairpersons and faculty; dirty classrooms; and ill conceived course scheduling (David, 1976).

Two major problems which face the adult part-time learner are lack of financial aid and unavailability of core courses needed for specific programs. "The cost of education appears as a major barrier for people with little previous education who would like to participate in learning activities" (Eliason, 1980). Sixty-four percent of the students at community and junior colleges are part-time, yet they receive fewer than eight percent of all federal student aid dollars (Hamilton, 1979). Looking at the second major problem of adult part-time learners, the literature states that the amount of time required to complete a program of study was perceived by adult workers as the number
one barrier to additional education. "Courses have not been designed to be delivered in the necessary chronological sequence to provide the part-time student with in-depth training needed within a reasonable length of time" (Lewis and Blake, 1978); when the courses and the instruction do not satisfy the desire, the students do not register or they search for other programs (Jordan, 1975). Because of this problem, older students enroll intermittently, skipping quarters and enrolling in other institutions offering adult and continuing education (Knoel, 1976). The fact is this - "the important needs are for equity in services and fees for part-time students and for learning schedules that do not conflict with other adult commitments" (Eliaison, 1980).

Recommendations

The literature review for this study was abundant in recommendations for helping adult part-time learners pursue more effective education. The areas covered in the following pages emphasize some suggestions for change that could take place in the institution or community which deal with adult learners. The recommendations are categorized into specific areas of concern.

Placement and Credit Recommendations:

-- Placement and credit should be evaluated on an individual basis for adult learners -- they have varied
experiences and their backgrounds are more
diverse than younger people (Elaison, 1980).

- Colleges should make provisions for students
  entering courses with different levels of
  expertise and ability, learning at different
  rates and achieving different objectives of
  their own choosing (Knoel, 1976).
- A "no-credit" option should be made available
  upon enrollment to students not seeking degrees
  or transfer status (Knoel, 1976).

Recommendations for Instructional Improvement:

- Programmed material covering background and review
  work should be made available which will allow each
  student to proceed at his or her own rate (Flaherty,
  1978).
- Colleges and universities must dedicate themselves
  to the goal of promoting motivation and skills for
  self-learning, in relation to both old and new students.
  (Task Force on Lifelong Learning Education, in Jordan,
  1975).
- Utilize the environments of the older student — home,
  community, public libraries, art institutes, places
  of employment, and employment-related opportunities
  (Jordan, 1975).
Recommendations for Student Services:

-- Student services and instructional support conducive to the time and place dimensions must be provided (Jordan, 1975).

-- Provide special accommodations and services essential for adults who combine work with study -- office hours in the evenings and on weekends, counseling services after normal hours and flexible class schedules (Drazek, 1977).

-- One-step admission and intake service with "jet speed" registration. Stop long registration lines; time is money to adults (Eliason, 1980).

-- Restructure outreach to deliver career counseling to the community (Eliason, 1980).

Recommendations for Personnel Who Work with Adult Students:

-- Train personnel to be sensitive to the needs of adult part-time learners. Center the instructional personnel retraining needs on adult basic learning styles and classroom management, or individualized learning styles for part-time learners (Eliason, 1980).

-- The largest group of staff to be "re-sensitized" to the needs of adult part-time learners are counselors and the admissions staff (Eliason, 1980).
The college personnel should identify with the adult student and relate to the student's situation, or they will not be able to translate the interests of the student into the program and vice versa (Jordan, 1975).

To maintain an interest in learning — the student rather than the program is of central concern; emphasis should be put on the learning process through which content is conveyed; the content takes its cues from the learning needs and interests of both faculty and student (Jordan, 1975).

Two-year colleges should strengthen their efforts to involve both new and tenured faculty and staff in in-service staff development programs to enable them to cope more effectively with adult student characteristics and objectives (Knoel, 1976).

Recommendations for Financial Support:

Revolving loan funds supported by community-based groups such as: Chamber of Commerce, local foundations, unions, clubs, churches, business and industry (Ellason, 1980).
-- Adoption of a family education savings plan in cooperation with area industries -- to be used by employee or members of immediate family for post-secondary education activities (Eliason, 1980).
-- Improve financial aid options for single courses and non-credit programs and workshops (Eliason, 1980).

Recommendations for Recruiting this Population:

-- Offer a day of "sample classes," with counselors to advise
-- sponsor "Information Nights"
-- mass mailing advertisement
-- mass radio advertisement
-- newspaper advertisement
-- advertise a toll-free wide area telephone service (Watts) line to advise callers
-- set up display racks of descriptive material
-- hold a career changes fair
-- vocational aptitude testing services offered to the public.

(Eliason, 1980)
Meeting the needs of individuals is one facet of successful facilitating, but maintaining interest is another. Jordan (1975) believes that it is unlikely that educators can create an interest in learning. What is needed, is the utilization of the environments in which learning does or can occur. "Adaptation in time, space, and instructional methodology are crucial if interest in learning is to be sustained. There is a need for a variety of instructional methodologies and techniques." (Jordan, 1975). Barbara Mickey observed that:
"faculty who are flexible in teaching methods, who are sensitive to student needs in the classroom, who can adjust communication pathways as needed, and who are willing to consider many kinds of content and organize traditional content into new context, seem most successful in non-traditional programs." (Jordan, 1975)

One of the most difficult facts for institutions of higher learning to accept is that learning time for adults is a fourth ranked activity, exceeded by work, family, and leisure (Moon, 1980). Sixty-two percent of the students in community colleges are employed and a large portion have full-time jobs. "In no way do the colleges have a monopoly on the time and energies of their students." (Gleazer, 1978). The college or university is only one influence in a student's life and it constantly needs to find ways in which to make a deeper impression. Gleazer (1978) suggests two ways: (1) a facilitator with charisma can help to make an impression, but better still, (2) to relate to points
of intense need in an individual's life, such as the developmental stages and ages -- in which motivation is high. If education is to be concurrent with other significant life roles, the styles, attitudes, and expectations of institutions of higher learning may have to be re-examined and altered (Gleazer, 1978). Gleazer (1978) summarizes by stating that "education must be concurrent if it is to related to the learning needs generated by the tasks of each developmental age and stage. ...Human development involves learning. Learning which is lifelong can benefit from education."

Adult Developmental Patterns and Their Effect on Learning

It is conceivable that an educator who is primarily drawn to the arena of teaching adults can find a large amount of material from the abundant sources of available literature. In order for adult educators (Andragogists) to successfully learn about the content, methodology, evaluation, etc., of adult education, they will have to become familiar with several key terms and their meanings. Some of these key terms are: developmental ages, developmental tasks, change events, and life transitions. It would be almost impossible to successfully teach adults and not have any inclination about their development and how this development affects their learning.
A major concern, usually associated with adult development, is that of developmental ages, which Chickering (1976) calls, "a relationship between ages and general orientations, problems, dilemmas, developmental tasks, and personal concerns."

The concept of developmental ages has been made popular in today's world by several people, two of which are Levinson (1978) and Gould (1972). These two researchers basically share the same general opinions of developmental ages. The mid-20's are a period of provisional adulthood; the late 20's and early 30's are a time when previous commitments are reevaluated and their meanings are questioned; the 30's seem to serve as the settling down period, the time when time itself becomes more finite, and the boundaries of success become more apparent.

Developmental Tasks

"The tasks the individual must learn are the developmental tasks of life and they constitute healthy and satisfactory growth in our society" (Havighurst, 1972). Havighurst goes on to say that the developmental tasks of life usually arise from: (1) physical maturation, such as puberty and adjusting to menopause; (2) cultural pressures in society, such as being a socially responsible citizen; and, (3) personal values and aspirations of the person, such as choosing a vocation,
achieving a scale of values and a philosophy of life. There are common developmental tasks of middle age. These tasks arise from changes within the organism, from environmental pressures, and from demands laid upon the individual by their own values (Havighurst, 1972). One major contribution to adult education is the knowledge of these developmental tasks, for, by knowing these tasks and knowing approximately when they occur, adult educators can gear their content and methodologies around what Havighurst calls "the teachable moment."

Some of the major developmental tasks of adulthood, as stated by Havighurst (1972) are as follows:

1) assisting teenage children to become responsible and happy adults
2) achieving adult social and civic responsibilities
3) reaching and maintaining satisfactory performance in one's occupational career
4) developing adult leisure time activities
5) relating oneself to one's spouse as a person
6) to accept and to adjust to the physiological changes of middle age
7) adjusting to aging parents

Sheehy adds by remarking:

As an individual moves through the stages of adulthood, each stage confronts the person with
central developmental tasks. Mastery of the tasks means progress for the individual; denial spells regression and difficulty with later tasks which build on previous mastery. The challenge to adult educators is to provide the learning necessary for adults to handle these life tasks. An educational advantage is the "teachable moment" which a developmental tasks typically signals in the learner. (Gleazer, 1978, p. 13).

Neugarten describes adult development as "predictable sequences of developmental tasks and preoccupations that become salient as people grow up, grow old and die" (McCoy, 1980, p. 32). Levinson claimed that certain developmental tasks and life issues are unique to each season or period and gives that period its distinctive character (1980). Levinson continues that "each stable period has additional tasks of its own which reflect its place in the life cycle and distinguish it from the other stable periods. No two periods in the life cycle are identical." (1980).

The implications of developmental tasks are great for adult education but developmental tasks are just one of the realities in the life cycle of a human being. Getting a human being from one season to another, effectively, is still another matter of concern for adult educators and counselors.
Life Transitions, "Rites of Passage," and Change Events

Levinson (1980) has found that a transitional period "terminates the existing life structure and creates the possibility of a new one. A transitional period ends when the tasks of questioning and exploring have lost their urgency, when a man makes his crucial commitments and is ready to start on the tasks of building and living within and enhancing a new life structure." However, progressing from one period or stage to another is not a rapid process, neither is the transition that must take place with change events. A change event is an event that "alters significantly the individual's relationships with other people and disturbs the routine of social participation." (Knox, 1980). These change events may include such happenings as marriage, divorce, a job change or death of a close friend. Knox claims that it is our personal characteristics (openness of personality and physical condition) and our contextual characteristics (encouragement and access to opportunities) that decide how well we will adjust to these change events (1980, p. 19).

The process of coming and going in or around these seasons and stages and major events in the life cycle is crucial, especially if the event is sudden or painful in some way. The bridge is unique to each person that crosses over and a journey across that bridge is called a "Rite of Passage." In 1904 Van Gennep coined this phrase and described three phases of the Rites of Passage which needed tending in order to ensure safe passage: (1) separation; (2) transition; and,
incorporation (McCoy, 1980). Wells (1980) believes that our contemporary society gives little or no time to the separation and transition period but rather focuses our rituals on the incorporation period. We are a society that sometimes moves too fast to appreciate the moment—the present, we rarely smell the rose; we pluck her, we wear her and we throw her away—in search of a new one.

The pages could continue on about adult development but basically most writers and researchers share a life cycle perspective based on these assumptions:

1) life unfolds in sequence and in stages

2) each stage is marked by a transition, a crucial period of both vulnerability and potentiality

3) either progress or regression may occur in transitions, but the future which follows transition is always markedly different from the past which preceded it

4) just as each life stage assigns specific developmental tasks to the individual, so do transitions. Some of these tasks are common to all transitions

5) both common and special developmental tasks trigger "teachable moments" of peak learning readiness

6) every life is unique in its content because of unique heredity, special environment, and
personal interaction with environment.

7) development occurs both through intrapsychic
growth and interaction with the external
environment.

(McCoy, A Life Transitions
Reader, 1980).

"Change is the hallmark of education" (McCoy, 1980). No
where in the universe do things change faster with less control and
more surprise than in human beings. And even though change is sometimes
unnoticeable, it is always inevitable. What educators need to realize
is that each kind of change that affects a person, affects his or her
ability to learn — or not to learn. Some of these changes are totally
out of control of the individual, such as inflation, war, environment,
death of a loved one, women's liberation, unemployment, climate, age,
or accident. Change obviously comes when an individual goes through
a transition or faces a developmental task. Malcolm Knowles
observed that "we respond readily when we are internally motivated.
We experience such internal motivation in the 'teachable moments' which
often emerge as we reach the critical turning points between life
stages." He goes on to state that, "During these periods of openness
we seem to be most motivated and seek additional education and training"
(McCoy, 1980). Weatherby adds that, "many adults seek an educa-
tional institution in response to strong inner imperatives arising from
the developmental tasks of their lives." (1980). Kidd covers four categories of changes which provide learning opportunities: family, career, physical, and psychological (1973). Eighty-three percent of adult learning is triggered by life transitions in one or more of three ways.

1) a change in our life circumstances may occur unexpectedly, requiring us to learn rapidly in order to adapt to the situation,

2) slower transitions may allow us more comfortable accommodation to change by stimulating us to learn as the transition occurs,

3) after a period of life review we may choose to make changes and prepare for these through anticipatory learning.

Summary

Adult part-time learners are a unique group of individuals with no amenable classification system. Ninety-three percent of these learners are employed. Their spare time is very valuable, setting learning time back to fourth place with work, family, and leisure time
Two thirds of all part-time learners would like to earn a certificate or degree and 54% of the part-time population are women.

The problems facing adult part-time learners stem from two areas: (1) their own personal difficulties in attending college, and, (2) the difficulties caused by the educational institution.

Research on adult part-time learners is bringing to the surface some interesting issues regarding the education of full-time workers. It is hoped that the present and future educators of adults will utilize the available knowledge concerning adult learners. This study is an effort to contribute new findings and recommendations for the learning environment of adult part-time learners.
CHAPTER III

RESEARCH METHODOLOGY

With consideration of the current knowledge of adult education, adult development and the literature review, a study was designed based on guided personal interviews with adult part-time learners who were enrolled at a two-year technical college. Through the interviews, information about the adult learners' needs, problems, academic concerns, and developmental patterns was recorded and upon these responses, suggestions for improving the quality of education for adult part-time learners were proposed.

Arrangement for Conduct of the Study

In the earlier conceptual stages of this study, personnel at three institutions of higher education in a mid-west state were interviewed concerning the possibility of allowing their adult part-time learners to be included in this research. Two of the institutions were four-year colleges and the third was a two-year technical college. Upon further inquiry, one institution declined because of an administrative policy not to reveal the names of their students to anyone for any purpose. The second institution was eliminated from the study because of their small
enrollment of adult part-time learners over the age of thirty. The third institution was chosen because it enrolled well over thirteen hundred adult part-time learners over the age of thirty, and the administration was willing to cooperate.

The author met with three representatives of the two-year technical college to discuss the parameters of such a study and the interview process. It was decided then that a computer list of all the institution's adult part-time learners enrolled for winter quarter, 1981, who were over the age of twenty-nine would be given to the author upon receipt of a copy of the study prospectus, the interview guide, and the Human Subjects Consent Form from The Ohio State University. It was agreed at that time to return the computer list of the names, addresses and phone numbers of the adult part-time learners to the institution on or before May 1, 1981. A contract was signed by both the author and a representative of the institution, outlining this agreement.

Selection of Study Sample

On February 20, 1981, copies of the study prospectus, the interview guide and the Human Subjects Consent Form were presented to the Human Subjects Review Committee for Behavioral and Social Sciences at The Ohio State University. The processing took two weeks and approval was obtained on March 13.
Upon notification of the study approval, the author proceeded to systematically and randomly select two hundred individuals from the 1,372 names on the computer list provided by the technical college. These two hundred individuals were each sent an introductory letter requesting them to participate in the study and to fill out and return the enclosed form which contained information for scheduling the interview. (See Appendix B.)

The criteria that the two hundred individuals had to meet before being allowed to participate in the study were:

1. Each individual had to be over the age of fifty
2. Each individual had to be a part-time student at the technical college during winter quarter, 1981
3. Each individual had to be employed full-time.

It was decided to have thirty individuals, from the two hundred randomly selected, participate in the study. This was a small number, but it was believed that the sample would be representative of the population because all the individuals who returned the interview volunteer form that could not participate in the study (because they could not meet the criteria) were more than willing to offer help, even though they were ineligible. As the individuals returned the request for interview forms, they were contacted by phone and an interview was scheduled. More than fifty individuals responded to the introductory letter form and returned the request for interview, but not all of these respondents were eligible for the study. Some had dropped out of school, some were not employed full-time, and some refused to be interviewed.
By mid-April, six adult part-time learners were still needed for the study. At that point the author did a follow-up phone call to a sample of individuals who were initially sent a letter but did not respond. The first six to meet the criteria and set up an interview data were included in the sample to be interviewed.

The first five respondents constituted a pilot study with their data being included in the actual study. It was during this time the instrument was tested, the interviewing process was examined, and any changes in the instrument were made. New questions added after the first five interviews were included by a phone call back to these interviewees, so that all thirty participants were asked identical questions. These first five participants were aware of this procedure and agreed to be re-interviewed by phone if necessary for the follow-up questions.

**Development of the Interview Guide**

There are several variations in evaluation research interview instrumentation (Patton, 1980). The Informal Conversational interview in which questions emerge from the immediate context and are asked in the natural course of things; there is no predetermined question topics or wording. This study did not use this form of interview. It did, however, use a combination of the following three: the first and most widely used in this study was the *Interview Guide Approach* in which topics and issues are specified prior to the interview, in outline form. The interviewer decided the sequence of the questions. The questions
covering the demographics and the section on instructional concerns used the interview guide approach. The second type is the Closed Quantitative Interview in which the questions are determined in advance and the responses are fixed; the respondent chooses from among these fixed responses. This type of interview question is found in three different sections of the interview guide used in this study: The first was used to determine the stress levels of the adult part-time learners; the second was found in the section covering support systems and the third was the rating scale to determine how the two-year technical institute was rated for meeting the needs of its adult learners.

The third type of interview question is the Standardized Open-Ended Interview, where the wording and sequence of questions are determined in advance and each interviewee is asked the same basic question in the same order. This type of interview question is found in the sections covering needs, problems, suggestions for improvement and the developmental patterns.

The Content of the Interviews

There were four different types of questions chosen to ask the adult part-time learners. The first was opinion/value questions which told the evaluator what adult learners thought about the world or program in which they were involved. The second type of question used was the
feeling questions which were aimed at understanding the emotional responses of adult learners to their experiences and thoughts. The third type of question was the knowledge question which was used to find out what factual information the adult learners had about their program and the final type of question was the demographic question which identified characteristics of the individual being interviewed.

The researcher formulated a series of questions which were structured around the material found on the topic and the guidelines of developing interview questions for qualitative research, by Michael Q. Patton, 1980. The material covered in the four documents generated the content of the interview guide. These were: (1) Gilbert's report, "Two-Year Colleges: Information, Facts, and Figures;" (2) Eliason's report, "Adult Part-Time Learners in the Eighties." Both of these reports are from the American Association of Community and Junior Colleges, 1980; (3) Swinburne's dissertation, "Characteristics of Adult Part-Time Students in Selected Public Community Colleges, 1970;" and, (4) A Life Transitions Reader, by McCoy, Ryan, Sutton, and Winn, 1980. After the rough draft of the interview guide was completed, four professionals reviewed the interview guide. The four professionals consisted of: one researcher, an assistant director in career development service, a professor, and an adult part-time learner who is also an educator. The four professionals were instrumental in helping to formulate the interview guide, making it more understandable for the participants. Suggestions included the addition and/or deletion of some questions for clarification and easier implementation. One professional referred the
researcher to the source of literature which has been incorporated within the section on developmental patterns.

The six following content areas were chosen for this study:

1. Demographics
2. Problems faced by adult part-time learners as a result of being in school
3. Needs desired while attending school
4. Instructional concerns of the adult part-time learner
5. Suggestions for improvement of this particular program

After the interview guide was developed, it was piloted on five adult part-time learners who were eventually included in the final thirty interviews.

Certain measures in the interview process were included to increase the reliability and validity of the data. These included: face-to-face contact between the interviewer and the participant; the option of non-response by participant; assurances of anonymity; a date, time, and place most convenient to the participant; careful development and piloting of interview guide; and permission to tape record the interviews.
Conduct of the Study

1. Each potential participant was mailed a letter which described the study, who the researcher was, and what the study would contribute to the research in facilitating the education of adults.

2. Each potential participant was also mailed an interview volunteer form which was to be completed and returned as soon as possible with the following information:
   A. Age, sex, work and home phone numbers
   B. To list three possible days and times for the interview
   C. To designate which setting would be most convenient for the interview (the participant's home, the interviewer's home, or a neutral place).
   D. Permission to tape record the interview.

3. Within seven to ten days after receiving a participant's interview volunteer form, the author placed a phone call to set up an appointment for the interview. During this phone call the author again explained the purpose of the study and reassured each possible participant of the confidentiality of the interview.

4. Once the actual interview began and the introductions were over, the interviewer then described how the interview would
be conducted.

A. The participant was told that neither his or her name nor the name of the institution they were attending would be included anywhere in the study.

B. The interviewer assured each participant that all information gained would be kept confidential and that all the tapes would be erased or destroyed upon completion of the study.

C. The interview guide was in the hands of the interviewer but the participant always sat close enough to watch his or her answers being written in.

D. The participant was encouraged to stop the interview at any time and ask for clarification of a question.

E. The researcher explained that she was conducting twenty of the interviews and another graduate student was conducting the other ten.

F. After the findings were written, all thirty participants would receive a letter summarizing the results of the study. At this point, all information collected from each participant would be destroyed.

G. After the above information was explained, the participant was asked to sign a consent form, provided by the Human Subjects Committee at The Ohio State University. (All participants signed the consent form.)
H. At the end of the interview the participant was thanked for his or her time and contribution to the study. (Most participants asked when the results would be available for them to see.)

Data Collection

Data were collected between March 18 and April 28, 1981. Thirty self-selected individuals who were included on the randomly selected list were interviewed. This number is from a total of two hundred letters that were sent.

Approximately one hundred letters were mailed at a time. The first hundred letters were sent in early March and the final hundred letters were sent during the last week of March. Within two weeks after receiving the request for interview form, a telephone call was made to the respondent to schedule a time and place for the interview. Interviews were scheduled during all hours of the day and evening depending on both the participants' and investigator's schedules. Between three and five interviews were scheduled per week. Twenty interviews were conducted at the participants' homes. Eight were conducted at the participants' place of work, and two were scheduled at a neutral place (restaurant). The interviews lasted from thirty minutes to one hour and fifteen minutes, depending upon how much information the participant offered. The majority of the interviews
were held in private, only three participants had their spouse and/or children present. All interviews were tape recorded.

There were two investigators for this study. The author conducted twenty of the interviews and a graduate student at The Ohio State University (Karen Shylo) conducted the remaining ten interviews.

Method of Data Interpretation

The results of the data were reported predominantly in narrative form, incorporating frequency and percentage information where relevant.

The information obtained from the interview guide was organized in a manner that would allow the reader to observe the trends or patterns communicated in the responses. Themes which emerged from the data were summarized at the end of each section. Cross findings of sections were also interpreted to depict any strand or patterns among the respondents.

Once all the findings had been written and the conclusions made, the recommendations were offered for those institutions of higher learning that facilitate the learning of adult part-time learners.
Limitations

The following limitations of this study have decreased its validity when generalizing to other adult part-time learners.

1. The sample size of thirty was small.

2. Some of the participants felt as though their particular life situation would not produce the kind of information needed for this interview. This feeling may have altered their responses, regardless of the encouragement they received from the interviewer. The following is a list of some of their concerns:
   a. They thought their information was too unusual to help the study,
   b. They felt they had not been in enough classes to participate in the study,
   c. They were not seeking a degree,
   d. They had not been in school for over a period ranging from ten-twenty years,
   e. They had to hurry through the interview because of time commitments.

3. There were two different interviewers — their individual approach, style of interviewing and attitude may have influenced participants' responses.
4. The researcher and the other interviewer were women which may have influenced participants' responses.

5. The method of choosing the exact sample group was carried out by self-selection. This method did not afford the researcher a chance to choose a balanced group of participants.
CHAPTER IV

RESULTS OF THE STUDY

The purpose of this study was to identify selected characteristics and academic concerns of adult part-time learners over the age of thirty, employed full-time and enrolled at a two-year technical college. The data were collected by means of interviews which lasted approximately one hour and fifteen minutes for each participant. The interview guide was constructed to discern the following information.

1. The demographic characteristics of the adult part-time learners
2. The problems faced as a result of being a student
3. The needs to be fulfilled as the adult part-time learner attends college
4. Suggestions of the adult part-time learner for improvements of this particular two-year technical college
5. Instructional concerns of the adult part-time learners
6. Immediate and long-term goals
7. Selected questions which depict developmental patterns in the lives of the thirty adult part-time learners.
This chapter has been designed to interpret the findings for each of the above sections in relation to age group, sex, and other demographics (wherever possible). This chapter has also been designed to interpret the interrelationships among the seven data categories.

Demographic Characteristics of the Sample Interviewed

Thirty adult men and women over the age of thirty, enrolled part-time at the same two-year technical college were interviewed about their needs, wants, suggestions for improvement of program, instructional concerns and developmental patterns.

Of a possible 200 systematically selected individuals asked to participate in this study, these 30 adult learners volunteered to be interviewed. These 30 participants are not necessarily representative of the 200 because of their ability to select themselves. A list of their demographics can be found in Table 4.1.

The ages of the participants ranged from 31 to 67 with a mean of 39.7 years. Thirteen men and 17 women participated in this study. There was a definite age jump for females from the mid-thirties to the early forties.

Sixty-three percent of the participants were married with only two having zero dependents. The modal number of dependents for married participants was three. All of the divorced female participants and the one widowed female participant who are now single have dependents.
All of the male participants were either married with dependents or had never been married.

Sixty-seven percent of the participants own their own home; and thirty-three percent rented. Of the 13 men interviewed, three rented and two of those three were single. Of the 17 women interviewed, seven rented; six of the seven women who rented were single while only one married woman rented. Of the 19 married participants, 17 owned their own homes.

The option to relocate after completing college or course work was fairly evenly distributed. Eight of the participants (three men and five women) said they would relocate. Ten (five men and five women) said they would not relocate and 12 (five men and seven women) said they were not sure.

Concerning financial aid, 18 participants did not receive aid. Of the 12 that did, eight received help from their employers (three men and five women) while the remaining four men received veteran's benefits. (Please see Table 4.1.)
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
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<td>40-49</td>
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<td>over 50</td>
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<tr>
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<td>19</td>
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<td></td>
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<td>5</td>
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<td></td>
</tr>
<tr>
<td>Rent</td>
<td>xxxxx</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relocate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>xxxxx</td>
<td>8</td>
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<td></td>
<td></td>
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<tr>
<td>No</td>
<td>xxxxx</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Not sure</td>
<td>xxxxx</td>
<td>12</td>
<td></td>
<td></td>
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<tr>
<td>Financial Aid</td>
<td></td>
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<tr>
<td>No</td>
<td>xxxxx</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes-employer</td>
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<td>8</td>
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<td></td>
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<tr>
<td>Yes-V.A.</td>
<td>xxxxx</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Dependents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>xxxxx</td>
<td>8</td>
<td></td>
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<td></td>
</tr>
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<td>1-2</td>
<td>xxxxx</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>xxxxx</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Number of cases</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>
Stress Level: Student Life and Life in General

The rating scale for stress level ranged from no stress at all to an extreme amount of stress. Forty-six percent (6) of the men found both student life and life in general to be moderately to very stressful; forty-one percent (7) of the women found both student life and life in general to be either mildly stressful or not stressful at all. Of the ten women who found student life to be either mildly stressful or not stressful at all, five were married. Of the 11 women who found life in general to be either mildly stressful or not stressful at all, seven were married. Of the eight men who found student life to be moderately or very stressful, seven were married. Of the eight men who found life in general to be moderately or very stressful, all eight were married. There was no obvious relationship between stress level and other demographic data. During the interviews, most individuals responded to this stress scale according to their immediate life situation. The amount and difficulty of course work and stability of the family were determining factors as to the amount of stress experienced by the participants. An example of this finding was a 47 year old married woman with five dependents who owned her own home, would not relocate and received financial aid from her employer. She found both student life and life in general to not be stressful at all. It is likely that the interviewer could have asked the same questions about stress level at a different time and would have received different ratings than
the ones chosen this time, depending upon the particular situation of each person's life at that time.

TABLE 4.2
SUPPORT SYSTEMS

<table>
<thead>
<tr>
<th></th>
<th>negative</th>
<th>not at all</th>
<th>very little</th>
<th>fair</th>
<th>a great deal</th>
</tr>
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<tr>
<td>friends</td>
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<td>1 man</td>
<td>3 men</td>
<td>5 men</td>
<td>4 men</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 women</td>
<td>2 women</td>
<td>3 women</td>
<td>10 women</td>
</tr>
<tr>
<td>family</td>
<td>0</td>
<td>1 woman</td>
<td>2 women</td>
<td>3 men</td>
<td>10 men</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 women</td>
<td>11 women</td>
</tr>
<tr>
<td>co-workers</td>
<td>0</td>
<td>1 man</td>
<td>1 man</td>
<td>4 men</td>
<td>5 men</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 women</td>
<td>7 women</td>
<td>6 women</td>
</tr>
</tbody>
</table>

Support Systems

Through observation, there appeared to be no outstanding relationships between the amount of support received and other demographic characteristics. Table 4.2 (above) indicates that women received more support from both their friends and co-workers than did men, and that both men and women received approximately equal support from their families and co-workers. It also indicates that no one received any negative support but that a substantial number of participants received very little or no support at all from friends, family, and co-workers. The exception to this is that all 13 men received a fair to a great deal of support from their families.
Support from Friends

46% of the respondents (4 men and 10 women) received a great deal of support

26% (5 men and 3 women) received a fair amount of support

18% (3 men and 2 women) received very little support

10% (1 man and 2 women) received no support at all

Support from Family

72% of the respondents (10 men and 11 women) received a great deal of support

17% (3 men and 2 women) received a fair amount of support

7% (2 women) received very little support

3% (1 woman) received no support at all

1 woman did not respond

Support from Co-Workers

42% of the respondents (5 men and 6 women) received a great deal of support

42% (4 men and 7 women) received a fair amount of support

12% (1 man and 2 women) received very little support

4% (1 man) received no support at all

4 participants did not respond
All 30 participants remarked that they needed little, if any, support at all, and that regardless of anyone else's thoughts, they (the respondents) would still go to school. This finding was evident by the remarks of most individuals when asked if they were different now from eight to ten years ago, a large number wished they had listened to themselves and had gone to college earlier in life.

Occupations of Adult Part-Time Learners

One criterion for participating in the study was the adult part-time learner had to be employed full-time. It was observed that the thirty respondents in the study stated twenty different occupations.

The occupation cited most often by both men and women participants was that of manager. Some of these managerial positions included manager of a pharmaceutical agency, department of mental health manager, manager of the United Way Foundation, manager of the Columbus Colony Home for the Elderly, Department of Mental Retardation manager, and manager of a psychiatric hospital. Of the participants, four men and two women were managers.

The occupation cited most often by women was clerical work. Five of the women respondents listed the following clerical occupations. Three were secretaries, one was a billing secretary, and one simply stated, "I'm a clerical worker."
The remaining seventeen occupations were each reported by only one individual. Some of these include:

**Men**
- administrator
- clergy
- computer programmer
- doctor
- electronic technician
- engineer
- federal government employee
- salesman/farmer
- teacher

**Women**
- claims examiner
- grant coordinator
- customer relations for bank
- income maintenance worker
- pharmacist's assistant
- realtor/model
- voucher examiner
- welfare department examiner

**Degree Programs of Adult Part-Time Learners**

Seventy percent (21) of the participants were definitely seeking an associate degree. Of the women, 88% were seeking degrees, while only 50% of the men were. Of the male participants over the age of 40, only one man was seeking a degree. There seemed to be no apparent relationship between the age of female participants and whether or not they were seeking a degree. There were only two women of 17 who were not seeking a degree; one was age 36 and single, the other was age 46 and married.
Thirty-three percent (10) of the participants were not seeking a degree, the majority of which were men. The reasons for attending classes yet not seeking a degree fell into three categories: (1) increase general knowledge, (2) transferring the credit earned to a four-year institution, and (3) taking selected courses to improve occupational skills.

The four degree programs named most often were:

- Data Processing -- four men
- Real Estate -- three women
- Nursing -- three women
- Business Management -- one man, two women

Women claimed seven of the eight remaining degree programs. Some of those programs were: accounting, banking associate, certified public accountant, hospital management, industrial safety, mechanical engineer, and social service technician.

**Reasons for Attending College**

The first reason for attending college was primarily to obtain a job. Of the eight individuals who chose this reason, four were men and four were women. Three of the four women were single and the fourth was a widow. There were no other outstanding characteristics of either sex that would indicate a purpose for choosing this reason.
The second reason for attendance in college was the challenge it provided. This reason was given by three married women who owned their own homes and had dependents. There were at least seven years difference in age between these three women.

Enjoyment was the third reason most often cited for attending school. Two women and one man gave this as their reason. Interpretation of the demographic data revealed no specific similarities for that response (See Appendix A).

Eight other reasons for attending college as stated by the eleven remaining participants included: (1) "It's free!" (2) needed for general knowledge/life education, and (3) "I do not want to work for someone else."

Educational Goals of Adult Part-Time Learners

Although the words educational goal usually refer to the level of education one desires, it can also refer to the outcomes education can bring to an individual. This is evidenced by the different types of educational goals expressed in this study. Nine adult part-time learners (four men and five women) stated that their educational goal was to change jobs. Of the seven individuals who said their educational goal was to finish the associate degree, four were women and three were men. There were five individuals (three women and two men) who stated that their goal was to earn a bachelor's degree.
Other educational goals stated by participants were:

---to have a better understanding of life in general
---to make money
---to get a master's degree
---to be mobile in my work
---to fill in a part of me I've not worked with before

The findings showed no outstanding relationship between the demographic characteristics of the participants and their educational goals.

Summary of Demographic Data

Thirteen men and 17 women participated in the study. The demographic data revealed that 16 participants were between the ages 31-39, and 14 participants were over the age of 40. The oldest man was 67 years of age, and the oldest woman was 53 years of age. Seventy-seven percent of the participants had dependents and 67 percent owned their own homes. Seventy percent of the participants were seeking an associate degree with 40 percent receiving financial aid. Sixty percent of the participants would either relocate after the degree or consider doing so. Of this number, most were women.

In measuring the stress levels of the participants, six of 13 men found student life to be very stressful. Seven of 17 women found
student life to not be stressful at all. Seven of 13 men found life in
general to be moderately stressful. Seven of 17 women found life in
general to be mildly stressful.

The majority of the participants interviewed were receiving con-
siderable support from their friends, family and co-workers.

The job most frequently found for men was manager. The job most
frequently found for women was clerical worker. The Degree Program
most frequently found for men was data processing. The Degree Programs
most frequently found for women were nursing and real estate. The most
frequent reason given for participants attending school was the educa-
tion needed for their occupation. The most important educational goal
expressed was attainment of better job status.
Problems, Needs, Suggestions for Improvement

In the section of the interview guide on problems, needs, and suggestions, the participants were asked three open-ended questions. Question One: What problems are you facing now, as a result of being a student? Question Two: What needs do you wish to have fulfilled as you attend college? And, Question Three: What suggestions do you have for this two-year college to improve the manner in which they educate their adult learners?

The responses to these three questions consist of four general sections: (1) personal, (2) academic, (3) general, and (4) staffing. The responses for each of the above three questions are reported in terms of these four general sections for clarification of results.

At the end of each question discussion is a summary outlining the responses that reflected at least ten percent (3) of the participants.

Problems Faced by Adult Part-Time Learners as A Result of Being in School

(1) Personal Needs

The most frequent pattern of problems was found to be in the personal life area. Fifteen women and seven men claimed that, in general, time and lack of time is the problem most difficult with which to cope. This included time to do the things in life that do not center around
work and family.

Lack of time is particularly a problem of the single-parent women who found it extremely difficult to hold a full-time job, raise children, maintain a home, and still go to college.

For six of the women and five of the men participants the time spent away from home and family was especially difficult and one problem in which they saw no relief in the situation for the immediate future.

The third most frequently stated personal problem was a lack of finances. This problem was of primary importance for the participants who are single, particularly the women heading single parent households.

The fourth problem expressed by three women was a lack of transportation. These women were commuting from outlying areas of the city, using the only car for long periods of time when it should have been used for other family responsibilities at home.

The remaining nine personal problems stated in the study were each mentioned no more than twice by the participants. Some of these include:

--I'm missing out on recreation time
--I'm under stress from competition with others
--I have a lack of energy
--My family life is disrupted
--My full-time job suffers
--The role of the adult part-time learner is frustrating with all the busy work of class
--It's hard to make the transition from the business world to the academic world.

(2) Academic Problems

There were ten academic problems stated. None of them, however, were mentioned more than once. The men and women between the ages 31-39 had the most problems in this area. Some of these problems include:

--The instructional atmosphere is at the 18-year-old level
--I need more learning time than the day students
--I'm under pressure for high grades
--There is too much homework

Since the individuals between the ages 31-39 expressed they are so pressed for time, their academic problems do not seem unusual.

Two women over age 40 each stated that their academic problem dealt specifically with the difficulty they were facing while trying to succeed in college. These two problems were:

--It's difficult to concentrate on demanding academia
--The tests are difficult

None of the men in the study, over the age of 40, stated any academic problems.

(3) General Problems

There were only three general problems stated and these came from three men between the ages of 31-39. The three problems centered
primarily around their uneasy feelings about the younger students in their classes. The men in this age group appeared to be very motivated and work oriented and sometimes gave the impression of being irritated with the casualness of the younger students.

(4) Staffing Problems

The staffing problems stated in this section include one concern of a younger man and one concern of an older man. The younger man was concerned about the lack of human relations skills of some instructors, and the older man was concerned about the lack of skill in adult learning theory on the part of some instructors. Both of these gentlemen had admiration for their instructors' knowledge level but were concerned about the instructors' ability to facilitate the learning of adults.

Summary of the Problems Faced

The major problems faced by the adult part-time learners in this study were mostly personal in nature. These problems include:

1. Lack of time in general -- nine men and fifteen women
2. Lack of time at home -- five men and six women
3. Financial problems -- two men and seven women
4. Transportation -- three women

For a frequency count of the problems faced by the participants of this study, please refer to Appendix E.
(1) Personal Needs

The personal need most often stated by the participants as their reason for attending college was to experience a feeling of accomplishment. Several of the women participants, between the ages of 31-39 and predominantly heads of households, expressed their need to succeed in a profession as the primary reason for their attendance in college. Some of these same participants, ages 31-39, also expressed a desire to be proficient in their personal and professional lives.

Other personal needs expressed by participants, predominantly over age 40, include:

--- I need a sense of belonging with the school and other students
--- I need to communicate with another group of people
--- I need to feel employable at an older age
--- I need to feel it's okay to spend money for this education.

(2) Academic Needs

Of the twelve academic needs stated by the participants, only three were mentioned by ten percent (3) or more of the sample studied. Twenty percent (6) of the participants, three men and 3 women of all ages, expressed the desire to broaden their knowledge in a specific field as
their major academic need.

Another academic need stressed by another ten percent (3) of the participants was the achievement of good grades. This need was expressed by the women and men over the age of 40, who are finding it difficult to academically excel in class.

The remaining academic needs mentioned were not unique to any age group or sex. Some of these include:

--Updating general knowledge
--Challenging experience
--Practical experiences
--Having a sense of being in touch with reality

(3) General Needs

The four general needs were stated only once and principally by the women over the age of 40. Examples of these needs include:

--Needing the class time to run the full length of the class
--Wanting my money's worth
--Needing more required courses on branch campuses
(4) Staffing Needs

Of the staffing needs stated by the participants, six men and women between the ages 31-39 expressed a strong need to have more competent instructors. As mentioned earlier in the study, the participants were quite satisfied with the knowledge level of their instructors, but the lack of communication skills in dealing with older students has caused these participants to view their instructors as lacking in competency.

Most of the remaining staff needs were stated by men and women between the ages of 31-39. Some of these include:

— the need for more individual time with instructors
— the need for more support and encouragement from instructors
— the need for more guidance from adult counselors.

Summary of Needs Expressed

The most outstanding needs expressed by the adult part-time learners were primarily academic and personal in nature; however, there was one staffing need expressed by twenty percent of the participants. The academic needs were: (1) to broaden their knowledge in a specific field—three men and three women; and, (2) to maintain good grades—one man and two women.

The personal needs were: (1) to have a feeling of accomplishment—two men and four women; (2) to succeed in a profession—four women; and,
(3) to be proficient in life—two men and one woman.

The one staffing need was to have more competent instructors—one man and five women. The participants' major concerns about the instructors did not concern their level of knowledge but rather their communication skills in delivering that knowledge, particularly to adult students. Several participants suggested the instructors attend courses in communication and adult learning techniques. The participants felt these courses might reduce reliance on lecturing and also help instructors realize that adult learners are different learners than the traditional aged student (18-22). For a summarized view of the frequency of needs expressed by the participants of this study, please refer to Appendix F.

Suggestions for Improvement of the Educational Setting by Adult Part-Time Learners

The participants were asked if they could offer any suggestions for improvement of the educational setting at the two-year technical college. Their responses to this question were scattered and elicited no similarities or patterns. However, the responses could still be divided into three general sections: (1) academic, (2) general, and (3) suggestions for general improvement.

(1) Suggestions for Academic Improvement of the Educational Setting

All of the suggestions for improvement, but one, were stated by both men and women between the ages of 31-39. Those suggestions
expressed most often centered around the non-availability of required and elective courses offered in branch campuses. This group of participants also stressed that trivia courses be eliminated and program requirements reevaluated. This suggestion was consistent with previous suggestions, considering that time is of great importance for all adult part-time learners, especially as expressed by individuals between the ages 31-39. These learners stated that it was a priority for them that the time they spend in class was time well spent.

Less frequently stated suggestions for academic improvement include:

- I would like more essay exams/Too many objective tests
- We need extended learning time for our particular age group
- We want more choices for elective courses
- There should be more mandatory academic requirements for each class
- The course descriptions in the catalog should match the course content.

The only suggestion for academic improvement expressed by a participant over the age of 40 was:

- The allowance for more class participation

(2) Suggestions for General Improvement of the Educational Setting

Fourteen general improvements of the educational setting were suggested by both men and women of all age groups, with only three
suggestions being repeated. These three suggestions include:

--Directing school toward full-time workers
--Reducing class size
--Personally asking evening students what their needs are

The remaining suggestions for general improvement of the educational setting addressed the security on campus, financial aid for adults, credit for job experience whenever possible, and improved eating facilities at the technical college.

(3) Suggestions for Staffing Improvements of the Educational Setting

In this section there was one suggestion that reflected the thoughts of five different participants, both men and women of all ages. The suggestion for improvement consisted of making the requirements for hiring instructors more demanding. This suggestion is again an example of the participants' interpretation of an instructor who lacks communication skills with older learners.

Other suggestions for staffing improvement include:

--Part-time instructors should plan more for their classes
--The branch campus staff should be more aware of college procedures
Summary of Suggestions Recommended

The section on suggestions recommended for improvements of the educational setting did not show that any of the suggestions were stated by more than ten percent of the participants in the study. There were, however, two suggestions made by ten percent of the participants; these include: (1) more courses on the branch campuses (two men and one woman), and (2) the requirements for hiring instructors should be more demanding (two men and three women). This last suggestion is a reflection on the need expressed earlier to have more competent instructors. The participants expressing this response were referring again to the instructors' lack of communication skills and training in adult education. For a summarized view of the frequency of the suggestions for improvement of the educational setting, please refer to Appendix G.
Instructional Concerns

The section on instructional concerns dealt with three major issues. First, the participants were asked to name three elements they liked most about the instructional procedures at the technical college; secondly, they were asked to name three elements they disliked. Finally, the participants were asked to rate the two-year technical college on its ability to meet the needs of adult learners.

Question One: Elements Liked Most About the Instructional Procedures

Twenty positive comments were obtained concerning the instructional procedures at the two-year technical college. Each respondent was asked to state three positive comments that best expressed their opinion of the instructional procedures, without any ranking order.

The positive comments most frequently expressed are listed in Table 4.3 Each comment listed represents at least ten percent (3) of the participants' responses.

<table>
<thead>
<tr>
<th>Positive Comments</th>
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<th>women</th>
</tr>
</thead>
<tbody>
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<td>Instructors are very knowledgeable</td>
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<td>5</td>
</tr>
<tr>
<td>Instructors are concerned about the student</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 4.3 continued

<table>
<thead>
<tr>
<th>Positive Comments</th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>A pleasant atmosphere to learn in</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Instructors are above average</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>There is a lot of practical work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Most instructors seem to enjoy what they are doing</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Instructors are sensitive to our educational needs</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The two most frequently stated comments concerning the instructional procedures were expressed predominantly by those men and women who were age 40 and over. As indicated on Table 4.3, the number of women's comments exceed those of the men. The third and fourth most noted comments came primarily from the men and women age 35 and older. Again, the comments of the women exceed those of the men. The positive comments most commonly stated by the majority of the participants evolved around instructor capabilities.

The remaining fourteen positive comments concerning the instructional procedures were expressed equally by both the men and women. Some of these include:

--The students can work at their own pace
--The instructors relate well to the outside world
--There is good class participation
--The instructors try to blend theory into practice
--I like the special attention I get from small classes

Question Two: Elements Disliked Most About Instructional Procedures

Although there were fewer responses for this category, the men strongly out-numbered the women in the four negative comments represented by ten percent or more of the respondents. The most frequently stated responses centered around the instructors' behavior and/or lack of skills in the classroom.

In all, there were 18 negative comments made by 30 participants; however, none of the comments were unique to any particular age group.

**TABLE 4.4**

<table>
<thead>
<tr>
<th>Negative Comments</th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some tests do not measure what I know (Across the board tests)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Instructors are too relaxed and informal with students</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Too much lecturing and reading to the students</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Some instructors lack good communication skills</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
The remaining 14 negative comments did not necessarily address a particular area of concern. The negative comments of the men were all different from those of the women. Some of the negative comments of the men included:

---Not enough computer time
---Instructors who lack interest run class too short
---Some classes are overcrowded
---Teaching ability of some instructors needs to be improved
---Too much busy work
---Need more syllabi in classes

Some of the negative comments of the women included:

---There is too much stereotyping by instructors
---Tests are too simple
---Some classes are geared to the younger students
---Do not like the tests
---Instructors are late for classes

Question Three: How Effective Is This Institution for Meeting the Needs of Adults?

The participants were asked to choose, on a scale of one through five, how effective they felt the two-year technical college was for meeting the needs of adult students.
Table 4.5 indicates that there was little diversion in the responses to this question. Seventy-five percent (22) of the participants found this college to be very helpful in meeting the needs of adult students.

**TABLE 4.5**

Institution's Effectiveness for Meeting the Needs of Adults

<table>
<thead>
<tr>
<th>Rating Option</th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - very helpful</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>2 - somewhat helpful</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3 - moderately helpful</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4 - a little helpful</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5 - not helpful</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Summary of Instructional Concerns**

There were seven positive comments expressed by at least ten percent (3) of the participants. These were: (1) the instructors are very knowledgeable [one man and five women]; (2) the instructors are "concerned about the student" [two men and three women]; (3) the learning atmosphere is pleasant [one man and three women]; (4) instructors are above average [two men and two women]; (5) there is a lot of practical work [one man and two women]; (6) most instructors seem to
enjoy their work [two men and one woman]; and (7) instructors are sensitive to student educational needs [one man and two women]. Although some of these positive comments appear to contrast with the staffing problems and suggestions for improvement, it should be emphasized that the adult learners appear to be satisfied with the knowledge level of their instructors; it is, however, the instructors' lack of communication skills and adult learning practices that has caused considerable concern with the adult part-time learners in this study.

The four most noted negative comments about the instructional procedures were: (1) some tests are across-the-board tests and did not accurately measure the learners' knowledge [four men and one woman]; (2) instructors do too much lecturing and reading to the learners [three men and one woman]; (3) some instructors are too relaxed and informal with learners [three men]; and (4) some instructors lack good communication skills in teaching adult learners [two men and one woman].

Seventy-three percent (22) of the participants rated the two-year technical college as being very helpful in meeting the needs of adults attending college.

Immediate and Long-Term Goals

The participants were asked to list three immediate (one to five years) and three long term (five years and beyond) goals. Few participants gave more than two goals for each category. In this question,
as in the questions on positive and negative comments on instructional procedures, the respondents were not asked to rank their immediate and long-term goals in any order. They were asked to state as many as three goals for each category. These immediate and long-term goals are listed in Tables 4.6 and 4.7 in order of frequency of response and by sex of the respondent.

Immediate Goals

Of the 30 participants' responses, there were only 16 different immediate goals stated; forty percent of the participants expressed the same goal—to graduate, and twenty-seven percent wished to change jobs. These two immediate goals appear to be common, since the reason most of the people go to college was for a change or advancement in their occupation.

There were only two unique qualities about the age groupings for immediate goals. Five women whose immediate goal was to change jobs were all over the age of 40, and five respondents who wished to consolidate what they were learning into their job were also primarily in their forties. The younger participants appeared to be more concerned with finishing college and graduating.
TABLE 4.6
Immediate Goals

<table>
<thead>
<tr>
<th>Immediate Goal</th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Change jobs</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Get a job</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Consolidate what I'm learning into my job</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Continue with school</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>To advance in my job</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

For the remaining ten immediate goals, the men and women had separate immediate goals. Some of the immediate goals of the men include:
--Pick up as many courses to transfer to 4-year college
--To stay here until children graduate from high school
--Return to an old hobby

Some of the immediate goals of the women include:
--To survive
--Buy a new car
--Move out of the house
Long-Term Goals

Six long-term goals were stated by ten percent (3) or more of the respondents. The two most commonly expressed goals were to change positions and to be self-employed. (See Table 4.7.) The age groupings for the long-term goals did not appear to be unique for any particular goal.

TABLE 4.7
Long-Term Goals

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>To change positions</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>To be self-employed</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>To get the bachelor's degree</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>To move</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>To continue to grow</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>To finish the associate degree</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Some of the remaining long-term goals include:

--To see the children through college
--To build my own home
--To develop a new lifestyle for growing old
--To be gainfully employed as long as I live
Summary of Immediate and Long-Term Goals

The immediate goals expressed by at least ten percent (3) of the participants were: (1) to graduate [five men and seven women]; (2) to change jobs [three men and five women]; (3) to get a job [three men and two women]; (4) to consolidate this new knowledge into their jobs [four men and one woman]; (5) to continue with school [five women]; and (6) to advance in their jobs [three women].

The long-term goals expressed by at least ten percent (3) of the participants were: (1) to change positions [three men and four women]; (2) to be self-employed [four men and three women]; (3) to get a bachelor's degree [two men and two women]; (4) to move [two men and two women]; (6) to continue to grow [three women]; and (7) to finish the associate degree [three women].

It should be noted here that the most often cited immediate goal was to graduate; some individuals in the study who chose this goal appeared highly motivated and eager to move on in life. However, at the other end of the continuum were some individuals in the study who see this same goal as long-term; they are taking their time (for whatever reasons) to see graduation a long distance down the road.
Developmental Patterns

The final section of the interview guide investigated some of the developmental patterns of the thirty adult part-time learners in the study. This section gave the study its most qualitative value, and required more time in the interview than did any other section. It was also treated as the most interesting and enjoyable segment of the interview by both interviewee and interviewer.

The following nine questions were primarily concerned with the issues of time and self. The questions were discussed in terms of (1) common trends emphasizing sex and age categories; (2) responses that appeared less frequently; and, (3) a summary of findings from the questions.

Question One: How are you different now than you were eight-ten years ago?

Common Trends

Three trends or patterns emerged in the responses. First, the men and women between the ages of 31-39 had changed in more dramatic ways than those participants over the age of 40. These younger individuals were beginning to settle down, and used such terms as matured, self-confident, independent, and conservative to describe themselves.
Some of their comments include:

— I've stopped choosing unrealistic dreams; I discovered
  I needed a real job to make my fortune (m)
— My income is better; I'm more settled down; I'm academically
  better (m)
— I'm more mature and self-confident in my abilities (m)
— I know what I'm doing; I know more about me (f)
— I understand different points of view now; I'm financially
  secure; I'm a little slower (f)

The second major trend emerged in the responses of the men and
women over the age of 40. For the most part, these individuals had not
changed to the same degree as had the younger respondents. Their com-
ments seemed to stem from life situations that had been experienced over
a period of time. Some of their comments include:

— I no longer work outside the home (f)
— I have more time to myself (f)
— I listen better now (m)
— I'm more organized (m)
— I no longer stand and work, I sit (m)

The third major trend was that of the women respondents over the
age of 40. These individuals gave similar answers to those respondents
between the ages of 31-39.
Some of their comments include:

— I used to be isolated, now I help others
— I'm more secure
— I'm now doing what I've always wanted to do; I have goals now

**Less Frequent Responses**

Only one participant did not answer the question on how he had changed in the past ten years. The only unusual response to this question came from a 35-year-old woman who appeared to be highly motivated, as was evident throughout the entire interview. Her response to this question was: "Ten years ago women's liberation did not exist and I was out of step." Her comments lead the interviewer to believe that possibly she was making up for lost time.

**Summary**

All of the men and most of the women in the study between the ages 31-39 remarked that they felt they were more mature and settled now than they were eight-ten years ago. The older men remarked that they had not changed much in the past ten years.

Most of the women in the study said that they were now more confident in themselves. The divorced and older women whose children had left home were regaining their freedom and independence—and
enjoying it. This finding is similar to the literature on adult
development by Shaeb and Levinson that states the thirties are a time
for settling down and making roots, a time when the boundaries of success
become more apparent.

**Question Two:** Do you feel restricted now by some of the choices
you made earlier in life?

**Common Trends**

The most outstanding trend in the responses to this question was
evidenced by 37 percent (12) of the participants when they stated that
they wished they had gone to college earlier in their lives. Most of
the men who gave this response were in their thirties and early forties.
The women who gave this response were in no specific age group.

Twenty-seven percent (8) of the participants (four men and four
women) of different ages, claimed that they did not feel restricted
by any choices made earlier in their lives.

**Less Frequent Responses**

Two men in their forties wished they had chosen different careers
while one young woman wished she had not married so young.

There were two other responses by men in their thirties, which were
directly concerned with the armed forces. One gentleman remarked, "I'm
not sure if I had a choice to make earlier; I was in Viet Nam."
other gentleman said, "Yes, I was restricted. I wish I had not left the service; I need a structured life."

Summary

The men and women in their thirties and forties felt most restricted by not having gone to school earlier. Four men did not perceive any restrictions by their earlier choices in life.

The women's responses indicated that: (1) they did not feel restricted by earlier choices; (2) they wished they had gone to school earlier; and/or, (3) they wished they had not married so early in life. There were no special age differences for these responses.

This finding varies somewhat from Levinson's study on men, in which he found that the early thirties was the time of greater urgency in which an individual becomes more serious and more restrictive (Levinson, 1978, p. 85). This study, however, generated a finding for both men and women in their thirties and forties who were now feeling restricted by some of the choices they made in the past.

Question Three: Have you undergone any major changes in your style of working?

Common Trends

The only responses that emerged as a trend were those that expressed that there were no major changes in working style for 54 percent (18) of the participants. Eleven women and seven men, mostly over the age of
40, gave this response. Four of the six women who noticed a change in their style of working, said that they had advanced in some way in their profession.

**Less Frequent Responses**

Six men gave varied responses concerning changes in their style of working. Some of these responses include:

---I'm more stubborn and I clash with my employer. I want to be more valuable to him.
---I'm more efficient, more willing to judge the importance of the task
---Yes. I've lost my confidence in myself
---Yes. I left private industry and began helping the elderly.

**Summary**

Seven men had not made any significant changes in their style of working. The men in their thirties were the most confident regarding their jobs.

Eleven women had not made any significant changes in their style of working. The women's responses showed no specific patterns among age groups; however, the responses that were made clearly affirmed that these women were advancing in their jobs.
Question Four: Have you undergone any major changes in your style of living?

Common Trends

Thirty percent (9) of the participants had made no change at all in their style of living—five men and four women—all of different ages.

Twenty percent (6) of the participants had to change their style of living because of a drop in income—four women and two men, all between ages 31-41.

Seventeen percent (5) of the participants now had more money—four men and one woman; all but one was over the age of 40.

Less Frequent Responses

Of the eight remaining respondents, four individuals over the age of 40 were experiencing more free time, either through divorce, less time in school, or through their children leaving home. They were all relieved to have this spare time and seemed more enthusiastic and relaxed about school than did the younger participants.

Some of the other responses include:

—I've limited my free time; I spend more time studying
— I set priorities now that I'm going to school
— I'm trying to learn to cope
— I'm more organized now
Summary

Five men had undergone no significant changes in their style of living. The men in their late forties and older now had more travel time. The younger men were either receiving more income or a lower income, depending on their particular family situation.

Three women had undergone no major changes in their style of living. A noticeable pattern in the responses came from the women over 40 who stated they now had more free time to call their own.

This finding differs from the literature on adult development in that most theorists have found that men, particularly, undergo significant changes at specific times in their lives; however, the participants in this study who range from age 31 to 67 have experienced few significant changes in their style of living.

Question Five: At this point in time, how important is time?

Common Trends

Sixty-seven percent (20) of the participants found time to be a very important factor in their lives—seven men, mostly between the ages 31-41, and thirteen women of all ages. This finding is not unusual in that most of these respondents are raising children and maintaining a home and at the same time are trying to improve their skills and seek new horizons in their vocations. The second trend emerging from this question centered around the six older respondents who did not find time to be a dominant factor in their lives.
Less Frequent Responses

The only other response given for the question, how important is time?, was expressed by two men and two women, all of different ages, who felt that time was indeed important, but for them, it was not of prime concern in their lives.

Summary

Research on human development has found the thirties to be a time of settling down, and a period when time itself becomes more finite. (The results of this study support that finding.) Those participants (both men and women) in their thirties found time to be a very important factor in their lives. Those participants (both men and women) in their late forties and older did not find time to be as important a factor in their lives as they had earlier in life.

Question Six: What is most central (important) in your life right now?

Common Trends

Ninety-seven percent (29) of the responses for this question centered around one of two topics: the self and the family. Fifty percent (15) of the participants who chose the self to be most important made comments that dealt with issues such as finishing the degree, being secure, improving their figure, pushing towards their highest
potential, their health, and having freedom. Eight men made this response and seven women, all of different ages.

Forty-seven percent (14) of the participants said that their families were of central importance to them right now. Five men and nine women, all of different ages, gave this response.

Less Frequent Responses

The final participant, a 35-year-old woman gave a quick, one-word answer to this question—LOVE.

Summary

Ninety-seven percent (29) of the responses for this question centered around two topics—self and family. The men in their late thirties and early forties were most concerned with self, whereas the men in their early thirties and/or over the age of 40 were concerned mostly with the family.

The women's responses indicated more interest in the family than in self. This finding is also supported by the literature on adult development. The family emerges as the most important aspect of an individual's life and those individuals who have no family other than their parents, express self as being most important in their lives.
Question Seven: What is the most rewarding thing about life that you have found?

Common Trends

Fifty percent (15) of the participants found some aspect of the self to be the most rewarding thing about life. Most of the respondents who chose this as their answer were between the ages of 31-39; however, several of the older respondents gave a similar answer for this question. The trend of younger participants choosing the self as the most rewarding thing about life was evidenced more by the women than the men. Some of these responses include:

--Using my skills to help people (m)
--That I can do what I want to do (f)
--Being me (f)
--Being good at something you want to be good at (m)
--Learning new things (f)

The second trend in responses to question seven was expressed by six men and four women, or 33 percent of the participants. These participants were primarily concerned with the family. There was no particular age group for this response, except four women over the age of 40.

When interviewing the younger women, the researcher was aware of their strong feelings of personal success and ambition in contrast to the older women who appeared settled and happy to have some free time with which to enjoy life. Some of these younger women had dreams of designing and building their own homes and starting their own businesses.
Less Frequent Responses

The following four comments were expressed by three women and one man and have been categorized as general responses to the question: What is the most rewarding thing about life that you have found? The responses include:

--- That human beings are good people (m)
--- People (f)
--- Love and a loving relationship (f)
--- Dealing with other human beings (f)

The final comment came from a 42-year-old, divorced woman with two dependents who received no support at all from either her family or friends. She is a secretary working for a degree in real estate, who would relocate if necessary and she finds student life to be very stressful. This particular individual found "not much" to be rewarding in life.

Summary

Eighty-three percent (25) of the responses for question seven centered around one of two topics: self and family. Most of the individuals who chose these responses were between the ages of 31-39, especially the women.

This question generated some comments that would probably have not been the same ten years ago. The younger women in the study, whether
married or not, were finding some aspect of the self as being the most rewarding aspect of their lives. This finding supports the literature done by Levinson (1978, p. 84) in which he found that men in this age group are especially concerned about planning for their future and succeeding in their careers.

The older women tended to chose the family as most rewarding in their lives.

Question Eight: What do you want from life?

Common Trends

Forty-three percent (13) of the participants wanted happiness and peace from life. Four of the respondents were men and women between the ages of 31-39; the remaining nine were women over the age of 40.

Less Frequent Responses

Seven of the remaining 17 responses were a mixture of expressions desiring good health, respect, and autonomy. Several individuals did not know what they wanted from life. One 32-year-old, divorced woman who wanted her own business exclaimed, "I want from life what I make of it."

Some of the remaining responses include:

—A good income

—Retirement, a house, and grandchildren

—To get back in contact with myself and be creative
--To be satisfied with myself and my abilities
--To see my son go to college
--Something to always keep me interested

Summary

The men in their thirties were looking mainly for happiness and autonomy while the older men wanted more security and good health.

Twelve of the 17 women wanted happiness; the rest of the responses were varied with no discernible pattern.

Question Nine: Are you comfortable with yourself?

Ninety percent (27) of the participants said that they were comfortable with themselves. One 34-year-old man and a 53-year-old woman said that their jobs kept them from being comfortable and one other 34-year-old man said he was not comfortable—he felt as though he was coming unglued. This individual rated student life as very stressful and life in general as moderately stressful.
Summary of Relationships Between Developmental Questions

This section summarizes the relationships in the developmental patterns that surfaced in a cross evaluation of the nine survey questions.

1. Nine participants (three men and six women) who claimed they had matured over the past eight-ten years did not consider themselves restricted by not going to school earlier.

2. The participants who wished they had gone to school earlier found that time had become very important in their lives.

3. Five individuals (four men and one woman) who found that time was not a significant aspect in their lives, did not claim to have made any restricting choices earlier in life.

4. Four individuals (2 men and 2 women) had no major changes in either their style of working nor their style of living.

5. All of the women (5) who claimed they had been married too early in life had made no major changes in their style of working.

6. Three men in their late thirties who had made no major changes in their style of living, found that time was very important and expressed that the most important things to them centered around their personal wants and needs.
Inter-Relationships of Data Categories

The findings which indicated relationships across data categories are:

1. All 11 single participants chose as their immediate goal to either finish their associate degree or advance in their jobs.

2. Seven of the eight participants who have zero dependents chose some aspect of the self as being most important to them.

3. Four of the five women now divorced and single claimed to have matured in the last eight–ten years.

4. Participants suggesting some change be made with the quality of instructors at the two-year technical college, felt more structure would fulfill their academic needs. Some of these needs were: (1) more practical experience in class; (2) run courses the full length of the class; (3) to achieve; (4) good grades; (5) broaden knowledge in a specific field; and, (6) to be aware of current knowledge.

5. All single participants remarked that lack of finances was one major problem facing them as they attend college.
6. Seven of the eight participants who found student life to be very stressful were seeking a degree.

7. The five divorced women who are now single, plus the one widow, are all seeking degrees.

8. The seven participants, of the nine, who did not find life to be particularly stressful, felt that the most rewarding aspect of their lives tended to center on their personal wants and needs.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

A Holistic Summary of the Study

The purpose of this study was to ascertain some selected characteristics and academic concerns about adult part-time learners who were employed full-time and enrolled at a two-year technical college. The study focused on the learners' needs, problems, instructional concerns, suggestions for improvement and developmental patterns. Participants were asked to list their immediate and long-term goals, plus their reasons for attending college. They were also asked to rate their stress levels for student life and life in general.

Thirty adult part-time learners participated in this study. Their names were randomly chosen from a computer listing of 1,372 part-time students over the age of 29, enrolled at a two-year technical college for winter quarter, 1981.

The interviews took place primarily in either the participants' homes or their places of employment. Two persons conducted the interviews; the investigator of the study conducted twenty of the interviews while the remaining ten were completed by a fellow doctoral student.
Through the use of interviews in the qualitative study, the researcher provided the opportunity for each participant to personally share his or her opinions and concerns as an adult part-time learner. This sharing enabled each of the participants to openly offer some individualized comments that may not have surfaced on a standard survey questionnaire.

The researcher believes that qualitative data has provided depth for the study through direct quotation and appropriate description.

As an adult learner, this investigator felt that the most appropriate methodology for use in this study should provide an individualized approach in which personal attention and recognition are in evidence. Adult learners prefer to be addressed as peers, and this can best be achieved through the interview technique.

Guba (1980) believes that qualitative data unfolds multiple realities in which the end results are patterns or trends. Qualitative research also focuses on both the differences and similarities of individuals to afford better understanding of the situation under investigation. In addition to Guba's description of qualitative research, Patton (1980, p. 40) also adds that, "The use of qualitative methods allows researchers to understand situations or problems as a whole. This holistic approach assumes the whole is greater than the sum of its parts."

Upon completion of the interview, the researcher was able to extrapolate the following holistic findings about the sample studied.
This sample consisted of individuals who were attending college basically because of job advancement. The participants were of all ages, religions, and nationalities; their socioeconomic status ranged from lower-middle class to upper-middle class. The majority of these individuals were married with dependents and owned their own homes. They were primarily degree seekers and received a great deal of support from their family, friends, and co-workers for attending college.

This sample of adult part-time learners have returned to college to broaden their knowledge in a specific field and want to leave college with a feeling of accomplishment. They were happy with the knowledge level of their instructors, but preferred to have that knowledge communicated to them in a manner more appropriate for adult learners.

Lack of time was the number one problem facing these learners. For their own convenience they have suggested more courses be offered off the main campus. They were impressed with the instructors' concern for the learners but preferred instructors do less lecturing and give more appropriate tests in class. The majority of this sample plan to graduate in the immediate future with long-range hopes of changing their positions or maybe starting their own businesses.

In conclusion, these learners are comfortable with themselves as persons and they find family and self to be of central importance.
Conclusions

Interpretation of the findings of the study led to the following conclusions:

1. It was evident from the participants in the study that adult part-time learners possess highly diverse demographic characteristics.

2. The results of this study indicated that the majority of adult part-time learners interviewed were seeking a specific degree. Of these learners, more women than men were seeking degrees.

3. It has been stated in the literature that it is somewhat stereotypic of women, especially those who are single, with dependents, to experience more stress in student life and life in general than men. This is not the case, however, in the findings of the present study. It was concluded from the interview responses that male participants experienced more stress in both student life and life in general than did the women participants in the study.

4. The family tends to be the strongest support system for these adult part-time learners.
5. It was evident from the study that job advancement is a most central factor in determining whether these adult part-time learners return to school.

6. Lack of time is the greatest problem faced by the adult part-time learners in this study as they return to college. Time that would ordinarily be spent with either their families and homes or themselves is now spent in pursuit of their education.

7. The findings of the study indicated the three most important needs of these adult part-time learners, as they attended this two-year technical college, were to broaden their knowledge in a specific field, to have a feeling of accomplishment, and to have instructors more competent in the areas of communication and adult learning procedures.

8. It was indicated by the participants in the study that the instructors of this two-year technical college were very knowledgeable in their particular fields.
9. The two-year technical college researched in this study was perceived by the participants as being helpful in meeting their educational needs.

10. Adult part-time learners perceived themselves restricted because they had not attended or finished college earlier in their lives.

11. The self and the family were the two most important concerns to the adult part-time learners in this study.

12. Female adult part-time learners in this study were more concerned about financial obligations than male adult part-time learners. These women also tended to be at the head of more single parent families than the men in this study.

13. The results indicated that single adult part-time learners in this study have more financial problems than married adult part-time learners.

14. The findings of this study indicated (as does the current literature) that participants in their thirties and early forties thought they were more mature than they were eight-ten years ago.
15. Adult part-time learners in this study reported they were comfortable with themselves.

Recommendations

The following recommendations have been formulated as a result of the findings and experiences of the present study:

1. A concerted effort should be made by the administration, staff, and faculty of any institution of higher learning whose largest population is adult learners, to discern and keep abreast of the needs and problems of their adult learners.

2. There should be more counselors of adults especially trained to work with the academic concerns, mid-life career changes, and personal problems of the adult learner. These counselors might be made increasingly available during the evenings and on weekends.

3. In-service programs should be offered to the faculty and staff of institutions that educate adult learners for the purpose of introducing new skills in teaching methodology, communication, and human relations, in addressing the adult learner as a respected peer.

4. Because adult learners are a resource in themselves, they should be encouraged to contribute their knowledge and experiences to the class.
5. Studies of adult developmental patterns and studies of the adult learning process have been increasing in recent years. Research conducted combining these two areas might offer deeper insight as to the importance of the adult developmental patterns and their influence on the adult learning process.

6. Not only should new studies be conducted to learn more about this unique population, but past studies should be reviewed to find similar patterns which are still being reflected, but not being addressed.

The average age of college students is changing and the adult learner is becoming the traditional student, as the literature has indicated. The number of studies utilizing adult part-time learners has been few, and they have occurred over an approximate twenty-five year period. Most of these investigations have dealt with the characteristics of adult part-time learners and have tried to discern their problems and needs. Through these investigations, including the present study, it is obvious that this particular population of adult part-time learners, does not fit any singular classification system. However, the unfortunate observation is that many problems faced by adult part-time learners are still the same problems they faced ten and fifteen years ago. These findings of similar conclusions are an admission of inadequate energy spent by higher education on behalf of the adult learners of America.
Business and industry are quickly learning two important procedures when dealing with their adult employees: first, how to educate them; and, second, how to meet their needs and help solve their problems while educating them. With this knowledge, it is imperative that institutions of higher learning also be responsible for addressing the particular educational needs of this population if the adult learners attending these institutions are to be an asset to America's work force and a positive reflection of adult education in America today.
APPENDIX A

Complete Demographic Profile on Participants
### Profile on Male Participants' Demographics

<table>
<thead>
<tr>
<th>Age</th>
<th>Marital Status</th>
<th>Number of Dependents</th>
<th>Rent or Own Home</th>
<th>Receiving Financial Aid</th>
<th>Possible Relocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>single</td>
<td>zero</td>
<td>rent</td>
<td>employer-yes</td>
<td>maybe</td>
</tr>
<tr>
<td>2</td>
<td>married</td>
<td>two</td>
<td>own</td>
<td>G.I. Bill-yes</td>
<td>yes</td>
</tr>
<tr>
<td>3</td>
<td>married</td>
<td>two</td>
<td>own</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>4</td>
<td>married</td>
<td>three</td>
<td>own</td>
<td>G.I. Bill-yes</td>
<td>no</td>
</tr>
<tr>
<td>5</td>
<td>married</td>
<td>one</td>
<td>own</td>
<td>no</td>
<td>doubtful</td>
</tr>
<tr>
<td>6</td>
<td>single</td>
<td>zero</td>
<td>rent</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>7</td>
<td>married</td>
<td>three</td>
<td>own</td>
<td>G.I. Bill &amp; Employer-Yes</td>
<td>doubtful</td>
</tr>
<tr>
<td>8</td>
<td>married</td>
<td>four</td>
<td>own</td>
<td>employer-yes</td>
<td>maybe</td>
</tr>
<tr>
<td>9</td>
<td>married</td>
<td>three</td>
<td>own</td>
<td>G.I. Bill-yes</td>
<td>no</td>
</tr>
<tr>
<td>10</td>
<td>married</td>
<td>one</td>
<td>own</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>11</td>
<td>married</td>
<td>three</td>
<td>rent</td>
<td>employer-yes</td>
<td>no</td>
</tr>
<tr>
<td>12</td>
<td>married</td>
<td>three</td>
<td>own</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>13</td>
<td>married</td>
<td>one</td>
<td>own</td>
<td>no</td>
<td>maybe</td>
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</table>
### Profile on Male Participants' Demographics

<table>
<thead>
<tr>
<th>occupation</th>
<th>degree program?</th>
<th>student life stress level</th>
<th>general life stress level</th>
</tr>
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<tbody>
<tr>
<td>1 administrator</td>
<td>yes: data processing</td>
<td>not at all</td>
<td>mildly</td>
</tr>
<tr>
<td>2 computer programmer</td>
<td>no: real estate</td>
<td>moderately</td>
<td>not at all</td>
</tr>
<tr>
<td>3 salesman/farmer</td>
<td>yes: data processing</td>
<td>not at all</td>
<td>not at all</td>
</tr>
<tr>
<td>4 electronic technician</td>
<td>no: general courses</td>
<td>very</td>
<td>moderately</td>
</tr>
<tr>
<td>5 federal government</td>
<td>yes: data processing</td>
<td>mildly</td>
<td>moderately</td>
</tr>
<tr>
<td>6 psychiatric hospital staff</td>
<td>yes: business management</td>
<td>very</td>
<td>mildly</td>
</tr>
<tr>
<td>7 manager</td>
<td>yes: data processing</td>
<td>very</td>
<td>moderately</td>
</tr>
<tr>
<td>8 teacher</td>
<td>no: credit for 4-year college</td>
<td>mildly</td>
<td>moderately</td>
</tr>
<tr>
<td>9 project engineer</td>
<td>yes: mechanical engineering</td>
<td>very</td>
<td>moderately</td>
</tr>
<tr>
<td>10 manager</td>
<td>no: data processing</td>
<td>moderately</td>
<td>very</td>
</tr>
<tr>
<td>11 clergy</td>
<td>no: extra courses</td>
<td>mildly</td>
<td>mildly</td>
</tr>
<tr>
<td>12 manager</td>
<td>no: sign language</td>
<td>moderately</td>
<td>moderately</td>
</tr>
<tr>
<td>13 dentist</td>
<td>no: computer programming</td>
<td>very</td>
<td>moderately</td>
</tr>
<tr>
<td>Age</td>
<td>Marital Status</td>
<td>Number of Dependents</td>
<td>Rent or Own Home</td>
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<td>----------------------</td>
<td>------------------</td>
</tr>
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<td>single</td>
<td>zero</td>
<td>rent</td>
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<tr>
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<td>two</td>
<td>own</td>
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<tr>
<td>3</td>
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<td>rent</td>
</tr>
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<td>4</td>
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<td>one</td>
<td>rent</td>
</tr>
<tr>
<td>5</td>
<td>single/D</td>
<td>two</td>
<td>own</td>
</tr>
<tr>
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<td>married</td>
<td>one</td>
<td>own</td>
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<tr>
<td>7</td>
<td>married</td>
<td>one</td>
<td>own</td>
</tr>
<tr>
<td>8</td>
<td>single/D</td>
<td>zero</td>
<td>rent</td>
</tr>
<tr>
<td>9</td>
<td>widow</td>
<td>one</td>
<td>own</td>
</tr>
<tr>
<td>10</td>
<td>single/D</td>
<td>three</td>
<td>rent</td>
</tr>
<tr>
<td>11</td>
<td>married</td>
<td>zero</td>
<td>own</td>
</tr>
<tr>
<td>12</td>
<td>single/D</td>
<td>two</td>
<td>rent</td>
</tr>
<tr>
<td>13</td>
<td>married</td>
<td>zero</td>
<td>own</td>
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<td>15</td>
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<td>five</td>
<td>own</td>
</tr>
<tr>
<td>16</td>
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<td>zero</td>
<td>rent</td>
</tr>
<tr>
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<td>married</td>
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<td>own</td>
</tr>
<tr>
<td>occupation</td>
<td>degree program?</td>
<td>student life stress level</td>
<td>general life stress level</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1 nurse</td>
<td>yes: nursing</td>
<td>moderately</td>
<td>mildly</td>
</tr>
<tr>
<td>2 realtor/model</td>
<td>yes: real estate</td>
<td>mildly</td>
<td>not at all</td>
</tr>
<tr>
<td>3 manager</td>
<td>yes: nursing</td>
<td>very</td>
<td>mildly</td>
</tr>
<tr>
<td>4 voucher examiner</td>
<td>yes: accounting</td>
<td>mildly</td>
<td>mildly</td>
</tr>
<tr>
<td>5 income maintenance worker</td>
<td>yes: social service technician</td>
<td>not at all</td>
<td>mildly</td>
</tr>
<tr>
<td>6 clerical</td>
<td>yes: management</td>
<td>not at all</td>
<td>mildly</td>
</tr>
<tr>
<td>7 clerical</td>
<td>yes: CPA</td>
<td>very</td>
<td>mildly</td>
</tr>
<tr>
<td>8 welfare department</td>
<td>no: general courses</td>
<td>moderately</td>
<td>moderately</td>
</tr>
<tr>
<td>9 grant coordinator</td>
<td>yes: business management</td>
<td>not at all</td>
<td>very</td>
</tr>
<tr>
<td>10 pharmacist's assistant</td>
<td>yes: nursing</td>
<td>very</td>
<td>very</td>
</tr>
<tr>
<td>11 manager</td>
<td>yes: hospitality management</td>
<td>mildly</td>
<td>not at all</td>
</tr>
<tr>
<td>12 clerical</td>
<td>yes: business and real estate</td>
<td>moderately</td>
<td>very</td>
</tr>
<tr>
<td>13 clerical</td>
<td>no: updating skills</td>
<td>not at all</td>
<td>mildly</td>
</tr>
<tr>
<td>14 nurse</td>
<td>yes: business and real estate</td>
<td>moderately</td>
<td>mildly</td>
</tr>
<tr>
<td>15 customs relations</td>
<td>yes: banking associate</td>
<td>not at all</td>
<td>not at all</td>
</tr>
<tr>
<td>16 claims examiner</td>
<td>yes: industrial safety</td>
<td>not at all</td>
<td>mildly</td>
</tr>
<tr>
<td>17 clerical</td>
<td>yes: business management</td>
<td>not at all</td>
<td>very</td>
</tr>
</tbody>
</table>
APPENDIX B

Letter of Introduction/Return Form
Dear Adult-Learner,

In an age when the number of adult learners is growing by leaps and bounds, it is no wonder that concern for their academic success is also growing.

In an effort to find out the kinds of problems adult learners are facing on campus, I am conducting a study which will try to find out some of your academic needs and problems, plus your suggestions which will genuinely aid in the current research on adult education. Not many studies are conducted where the "student" is the prime concern. My name is Stephanie Hrycyk and I am a graduate student in Education at The Ohio State University. I have chosen two mid-western schools of higher education from which to secure a sample for this study. I hope you will help me build the literature in adult education.

This study is not being carried out in the usual formal survey or questionnaire, but rather in an informal interview with you - where you may offer your concerns, needs, and suggestions for a better way to facilitate adult learners.

The requirements for being interviewed are that: (1) you are a part-time student; (2) you are over the age of 30; (3) you are employed full-time. If you meet these requirements please fill out the enclosed form. Return forms need to be mailed as soon as possible to ensure a spot for the interview. All efforts will be made to keep your name and the name of your school anonymous in the study.

Please help us build the literature in the field of adult education to a point where the "adult learner" has equal input with the institution. Your cooperation will generously help pave the way to a better understanding of the adult learner.

Thank you for your cooperation. I look forward to meeting with you.

Sincerely,

Stephanie A. Hrycyk
INTERVIEW VOLUNTEER FORM

Yes, I would like to participate in the interview. ________

Name __________________________  School attending __________________

Address: __________________________

____________________________

Phone: (home) ____________________  Sex __________

(work) _________________________  Age __________

Which day is best for the interview? (Pick three) ______________

______________

______________

What time of the day is best? ____________________

Where would you wish to be interviewed?  Your home _______  My home _______

A neutral place __________

Will it be possible to interview you during the months of March and April? ________Yes ________No

If no, then when is convenient for you? __________________________

May I record the interview (for notetaking purposes only)? ________Yes ________No

Thank you, I'll be contacting you soon.

Stephanie Hrycyk
APPENDIX C

Interview Guide
I consent to participating in (or my child's participation in) a study entitled _Selected Characteristics of Adult Part-Time Learners Who Are Full-Time Employed, Enrolled at a Two-Year Technical College_.

Stephanie Hrycyk or Karen Shyloe / Dr. Robert Barger has (Investigator/Project Director or his/her authorized representative) explained the purpose of the study and procedures to be followed. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my child is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my child). The information obtained from me (my child) will remain confidential and anonymous unless I specifically agree otherwise.

Finally, I acknowledge that I have read and fully understand the consent form. I have signed it freely and voluntarily and understand a copy is available upon request.

Furthermore, I also give my consent to tape this session.

Date: __________________________ Signed: __________________________ (Participant)

(Investigator/Project Director or -Authorized Representative) (Person Authorized to Consent for Participant - If Required)

PA-027 (2/79) -- To be used only in connection with social and behavioral research for which an OSU Human Subject Review Committee has determined that the research poses no risk to participants.
**Background / Demographic Information**

<table>
<thead>
<tr>
<th>Age</th>
<th># of Dependents</th>
<th>Sex</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do You Hold More than One Job?</td>
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<table>
<thead>
<tr>
<th>Are you seeking a degree?</th>
<th>Which one?</th>
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<table>
<thead>
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<th>Educational goal</th>
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<td></td>
</tr>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Why go to School?</th>
</tr>
</thead>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you receiving financial aid?</th>
<th>Have you tried to?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you rent?</th>
<th>Own home?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Once you finish your degree, will you relocate if necessary?</th>
</tr>
</thead>
</table>

**In general, how stressful do you find being a student?**

<table>
<thead>
<tr>
<th>not at all</th>
<th>mildly</th>
<th>moderately</th>
<th>very</th>
<th>extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
In general, how stressful do you find "life?"

<table>
<thead>
<tr>
<th>not at all</th>
<th>mildly</th>
<th>moderately</th>
<th>very</th>
<th>extremely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

**Support Systems**

<table>
<thead>
<tr>
<th>friends</th>
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<th>very little</th>
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</thead>
<tbody>
<tr>
<td>family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much support do you need?

School A _____  B _____
Problems Faced

As an adult learner, you may be faced with several problems, possibly affecting your ability to pursue more education. What are the five most pressing problems or concerns you are facing as an adult learner as you come back to school for more education?

1.

2.

3.

4.

5.
Needs Desired

As an adult learner, what are the five most important needs that you wish to have satisfied as you attend school?

1.

2.

3.

4.

5.
Instructional Concerns

What are the 3 main elements you like most about the instructional procedures at this institution?
1. 
2. 
3. 

What are the three main elements you like least about the instructional procedures at this institution?
1. 
2. 
3. 

How effective do you think this program is for helping adults learn?

<table>
<thead>
<tr>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Moderately helpful</th>
<th>A little helpful</th>
<th>Not helpful</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please expand on comment:

What are your immediate professional goals?
1. 
2. 
3. 

What are your long range professional goals?
1. 
2. 
3.
Suggestions for Improvement

If you were in charge of educating adults in this institution, what would be your five most important suggestions for improvement?

1.

2.

3.

4.

5.
Developmental Information

How are you different now than you were 8-10 years ago?

Have you recently made any new major changes in your life?

What is most central (important) to you right now?

At this point in your life, how important is time?

Have you undergone any major changes in your style of working?

Have you undergone any major changes in your style of living?
Developmental Information (cont.)

Do you feel restricted now by some of the choices you made earlier in life?

What do you want from life?

What is the most rewarding thing about life that you have found?

At what age did you marry? Are you still married? How many times?

How do the words stable, rooted, and settled down relate to you?

Are you comfortable with yourself?
APPENDIX D

Follow-Up Letter
Dear

Thank you for participating in this study concerning adult part-time learners at a two-year technical college. The information you and twenty-nine other individuals provided has been very valuable in identifying some important needs and problems your unique population of learners face as you return to college.

I promised you a letter with the results of this study and here it is. As you already know, there were thirty adult part-time learners in the study; thirteen men and seventeen women. Your ages ranged from 31-67, with the average age being 39.7 years. Seventy-seven percent of the participants had dependents and 67% owned their own homes. Seventy percent were seeking a degree with 40% receiving financial aid. The majority of you were receiving a great deal of support from your family, friends, and co-workers.

The most frequently found job for men was manager; for women, clerical work. The majority of men were going into data processing and the majority of women were going into nursing or real estate.

The most popular reason for attending college was to gain more education for the job, and the most popular educational goal was to change jobs.

Lack of time in general was the greatest problem faced while attending college. There were three equally important needs your population wanted fulfilled. These were: (1) to broaden your knowledge in a specific field, (2) to have a feeling of accomplishment and, (3) to have more competent instructors. The two most popular suggestions for improvement of the institution were to offer more courses off the main campus and to increase the requirements for hiring instructors.

The results of the instructional concerns were almost contrasting to the needs and suggestions for improvement. However, once most of you explained that you felt the instructors were very knowledgeable but that they lacked the ability to communicate that knowledge to adult learners, it was not contrasting. The two most positive comments regarding the instructional procedures were: (1) the instructors were very knowledgeable and, (2) the instructors seemed to be concerned about the student. The two most negative comments regarding the instructional procedures were: (1) some tests were across the board tests and did not accurately measure the learners' knowledge and, (2) instructors were lecturing and reading to the students.
Your two most common immediate goals were to graduate and change jobs; and your two most common long-term goals were to change positions and start your own business.

The final section of the interview centered around your developmental patterns. The highlights of that section were as follows:

(1) the most important things in life centered around family and self;
(2) most of you wanted happiness from life;
(3) those of you in your thirties and early forties had matured in the last eight-ten years and the older women whose children have now left home were experiencing more free time and enjoying it; and,

(4) ninety percent of you were comfortable with yourselves.

All of this information was compiled and recommendations were made directly to your college on the basis of your responses.

In closing I would like to thank you for contributing your most valuable time to this worthy cause — adult learners. Your unique population is the heart of America, and I am honored to have been permitted to share your concerns with your technical college and all the educators, administrators, and staff developers who will benefit from your generosity.

Sincerely yours,

Stephanie Hrycyk
APPENDIX E

Frequency of Problems Faced
by Adult Part-Time Learners
## APPENDIX E

**Frequency of Problems Faced by Adult Part-Time Learners**

<table>
<thead>
<tr>
<th></th>
<th>Academic Problems</th>
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<th>General Problems</th>
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<tbody>
<tr>
<td></td>
<td>Problem Cited</td>
<td>Frequency of</td>
<td>Problem Cited</td>
<td>Frequency of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responses</td>
<td></td>
<td>Responses</td>
</tr>
<tr>
<td>men and women of all ages</td>
<td></td>
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APPENDIX F

Frequency of Needs Expressed By
Adult Part-Time Learners
APPENDIX F
Frequency of Needs Expressed by Adult Part-Time Learners

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APPENDIX G

Frequency of Suggestions for Improvement of Educational Setting by Adult Part-Time Learners
**APPENDIX G**

Frequency of Suggestions for Improvement of Educational Setting by Adult Part-Time Learners

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