A DESCRIPTIVE ANALYSIS OF SELECTED ATTITUDES, INTERESTS, AND PERSONALITY CHARACTERISTICS OF MATURE COLLEGE WOMEN

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The problem of this study was to describe, by use of a questionnaire and selected testing instruments, mature college women enrolled in undergraduate curricula at a state-supported university in the Dallas-Ft. Worth metropolitan area. Factors of marital status, major fields of study, children, employment patterns, age, part-time and full-time enrollment, family attitudes regarding continuing education, and membership in ethnic groups were included in this study.

The first chapter includes the introduction, statement of the problem, purpose of the study, background and significance, definition of terms, limitations, assumptions, and procedures for collecting data.

The second chapter, "Review of the Literature," includes studies pertaining to (1) the marriage-career conflict, (2) marriage and the woman student, (3) employment patterns of women, (4) family attitudes and marital adjustment and academic characteristics and major fields of study.

The third chapter, "Procedures of the Study," includes a description of the subjects and instruments. Also included.
is a description of methods of obtaining the data and statistical treatment of the data.

The fourth chapter, "Presentation of the Data," reports findings of this research.

The fifth and final chapter deals with a summary of the study and findings, as well as the conclusions and recommendations pertaining to the facilitation of the education of mature college women.

The subjects of this study were 154 mature college women, thirty-two years of age or older, enrolled in undergraduate curricula in the university during the 1970-71 fall and spring semesters. A questionnaire and three standardized instruments, the Strong Vocational Interest Blank, the Edwards Personal Preference Schedule, and the Study of Values, were administered to them.

Letter ratings obtained on the Occupational Scales of the Strong Vocational Interest Blank did, in general, substantiate the selection of major fields of study.

Mature college women obtained significantly higher mean scores than the normative population on the following scales of the Edwards Personal Preference Schedule: Endurance, Achievement, Order, Intrusion, Conformity. Mature college women obtained significantly lower mean scores on the following scales: Abasement, exhibition, Heterosexuality, Autonomy, Conscience, Depression, Domination, Change, and Affiliation.
Mature college women obtained significantly higher mean scores than the normative population on the Religious and Theoretical scales of the Study of Values. The subjects obtained significantly lower mean scores on the Economic, Aesthetic, Social, and Political scales of the Study of Values.

The majority of the subjects were married, had children in the home, and perceived their husbands to be the major source of support and encouragement for continuing education. Mature women do apparently select major fields of study in order to prepare for future employment. Seventy-two percent of the subjects reported intentions of becoming teachers.

There was no significant correlation between marital status and part-time and full-time enrollment, ages of the children and part-time and full-time enrollment, or between the attitudes of the children and part-time and full-time enrollment. There was a significant correlation between husband's attitudes and part-time and full-time enrollment.

The grade point averages of the age groups tended to be above 3.00. Mean ages of the subjects were in the mid-thirty range.

It is recommended that a special advisor be appointed to advise mature women students. Counseling to meet the needs of college women with emphasis on long term as well as short term goals should be expanded. It is recommended that the university conduct a one or two-day seminar for mature women who are interested in continuing education, that contains
college programs which would permit women to combine education and family responsibilities be encouraged, that increased acceptance of mature women students by college staff and faculty members be encouraged, and that an organization or club be formed for mature women students.
A DESCRIPTIVE ANALYSIS OF SELECTED ATTITUDES, INTERESTS, AND PERSONALITY CHARACTERISTICS OF MATURE COLLEGE WOMEN

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

Jean Faye, M. Ed.

Sorority, Texas

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CHAPTER 1

INTRODUCTION

Important changes in the lives of American women have been noted frequently in both the professional and public literature. Among the most important changes are the earlier marriage age, the longer life span, the free time that mechanized homes have made possible, and the increasing equalitarianism in the relations between the sexes.

This widening variety of experiences and opportunities available during adulthood are ending the once dichotomous choice of marriage or career for American women. Thousands of mature women are beginning or returning to school after a period devoted to homemaking. The United States Office of Education (26, p. 2) reports that in the fall of 1967 the number of women college students was 2,395,000. This figure represents three times the number of women college students in 1950. There is a marked gain in college attendance among adult women as well as college-age girls. Between 1960 and 1966 college enrollment rose from 26,000 to 214,000 among women twenty-five to twenty-nine years of age and from 21,000 to 92,000 among women thirty to thirty-four years of age.

There are no enrollment figures for women thirty-five years or
age or older, but there can be little doubt that many of the
women students of today are over thirty-five.

A better understanding of the mature woman's academic
problems, attitudes, interests, and personality characteristics
would appear to be of value in adequate educational planning
for the adult student. Such an understanding would also be
of value to the college counselor, especially since the most
frequent request of the mature college woman is for individual
counseling by qualified persons who can advise her about her
educational and employment plans. College counselors spend
most of their time working with younger students and often do
not realize the special problems for mature women associated
with continuing family responsibilities and entrance into the
work force at a mature age (27, p. 7).

Statement of the Problem

The problem of this study was to describe, by use of a
questionnaire and selected testing instruments, mature college
women enrolled in undergraduate curricula at a state supported
university in the Dallas-Fort Worth metropolitan area. Factors
of marital status, major fields of study, children, employment
patterns, age, part time and full time enrollment, family
attitudes regarding continuing education, and membership in
ethnic groups were included in this study.

Purpose of the Study

The purpose of this study was to describe and analyze
certain attitudes, interests, motives, and personality
characteristics of mature college women. Specifically, answers were sought to the following questions:

1. What are the interests, personality characteristics, and values of mature college women?
2. What are the motivations of these women for attending college?
3. What are the attitudes of their respective families regarding their dual role of student and homemaker?
4. What are the implications for facilitating the education of mature women at this university?

This study sought answers to the following specific questions regarding selection of major fields of study:

1. How many mature women are full-time and part-time students in the various schools and colleges of the university?
2. Do the testing instruments used in this study indicate any special characteristics associated with selected fields of study? Do the scores on the Strong Vocational Interest Blank substantiate the selection of major fields of study?
3. To what extent do mature college women select major fields of study in order to prepare for future employment?

This study sought answers to the following specific questions regarding the marital status of mature college women:

1. What is the marital status of mature women enrolling in the university?
2. Is there a relationship between marital status and full-time and part-time enrollment?

3. How many of these women have children? Is there a relationship between the ages of children and full-time and part-time enrollment?

4. Is there a relationship between part-time or full-time enrollment and their families' attitudes regarding continuing education?

5. What are the educational backgrounds of the husbands of these women? Is there a relationship between educational background of the husbands and the husband's attitudes toward their wives' continuing education?

This study sought answers to the following specific questions regarding employment patterns:

1. How many of these women are combining school, marriage, and employment?

2. Is there a relationship between present employment and academic problems connected with home responsibilities?

3. What have been the employment patterns of these women? Are they preparing for future employment which is similar or different from present vocational experiences?

This study sought answers to following specific questions regarding age:

1. What are the ages of these women in the various schools and colleges of the university?

2. What is the grade-point average of the several age
This study sought answers to the following specific questions regarding ethnic groups:

1. What is the ethnic composition of this group of mature women enrolled in the university?
2. What major fields of study are selected by the several ethnic groups?

Background and Significance

An increasing number of mature women of all ages are entering or returning to colleges and universities. These women come with varying motivations, family responsibilities, and needs. Many mature women will begin or continue their education to prepare for a vocation, to upgrade present job skills, and to contribute to their personal and creative fulfillment. Whether or not a woman ever works, her education is important to her own satisfaction and sense of achievement. A well-educated woman may make a contribution to society in one or more of several roles—as wife, mother, worker, volunteer helper and citizen (26, p. 1).

The mature college woman is often confronted with problems peculiar to her own family situation. She often must concern herself with such matters as children, relatives, homemaking responsibilities, finances, and personal study schedule (9, p. 153).

In the society of today, women must be more well-oriented individuals to carry on the responsibilities of
our complex society, it becomes essential that all available human resources be investigated, developed, and utilized to the best advantage. According to many educators and government leaders (2, 7, 16, 18, 23) one of society's greatest untapped resources is womankind. In 1961, President John F. Kennedy appointed the President's Commission on the Status of Women in order to "recant the story of women's progress in a free, democratic society, noting gains already achieved and advances still to be made" (23, p. iv). As the Commission's work progressed, the members became convinced that greater public understanding of the value of continuing education for all mature Americans was perhaps the highest priority item on the American agenda. The Commission concluded that continuing education was of particular importance to women (23, p. 7). In 1966 President Lyndon Johnson voiced concern for the under-utilization of women when he said:

"The under-utilization of American women continues to be the most tragic and the most senseless waste of this century. It is a waste that we can no longer afford. Our economy is crying out for their services, The requirement in certain professional fields alone will be 150,000 additional trained specialists every month for the next ten years. That requirement cannot be met by men alone, and unless we begin now to open more and more professional positions to our women and unless we begin now to train our women to enter those professions, then the needs of our nation just are not going to be met" (26, p. vi). It would seem that the modern college woman is in an enviable position. Most of the crucial battles for women's rights have been won. Women today have legal rights equal to
those of men, and recent federal legislation prohibits job discrimination on the basis of sex. Women are admitted to most programs of higher education and have the opportunity to make use of their education in the professional world (15, p. 186). The current generation of college women should be prepared to meet and eager to participate fully in the needs of our society.

But society tends to change slowly and, despite the advances made in the emancipation of women during this century, the basic expectation is still that a woman should be married, have children, and devote the major part of her time to the responsibilities which these entail (15, p. 177). Society has not significantly altered its basic conception of the woman's proper role.

Several studies (8, 10, 11, 20, 29) indicate that the current generation of college women experiences the same conflict and confusion over the choice between marriage and career that plagued her predecessors. Many women can and do combine marriage with employment, but one must take priority over the other. It is the decision she makes to reflect this priority that creates distress for the college woman (22, p. 9).

Lloyd-Jones (17) points out that fifty years ago educators thought in terms of giving young girls a start in their lives, giving them enough education to enable them to live intelligently in a relatively simple society, enough to see them get married and raise children. Normally, the youngest child did
not marry and leave home until about ten years before the mother could be expected to die. Moreover, even during the years after they were finished taking care of young children, the great majority of women continued to devote full time to keeping house. Thus, the educational task did not require very imaginative planning.

Today, however, although women live longer, their children are born earlier. The median age of marriage among females in 1966 was 20.5 and 30 per cent of all women were married by the age of twenty-four. A substantial number of girls marry while still in college, or are at least committed to marriage at the time of graduation. Among college women alone, 15 per cent of those seventeen years or over are married, although this percentage appears to be declining slightly, suggesting that the early marriage trend may have reached its peak (15, p. 177).

Studies of the expectations of girls and young women reflect short-range planning for life goals. Bott's (4) study of adolescent girls reported that these girls had ambivalent attitudes about their educational and vocational future. The majority of the girls aspired to short-range vocational plans. This study indicated that although the educational aspirations of the girls were high, they looked to college mainly for personal and social fulfillment.

Another study of these expectations of young women revealed that many girls have financial concerns that are a
would marry immediately if not before graduation from college and would have several children in close succession after this. Beyond this their expectation was to "live happily ever after." however, they were vague as to how they thought their ensuing lives might be spent. Marriage and family came first with these young women and they planned schemes to call "later" with the expectations and needs that their education and society might have created for them (17, p. 255).

A survey of the life plans of 677 women in fifteen colleges revealed that all but one planned to marry, and all 676 who planned marriage also planned to have children. The students expected their college and university education to prepare them for marriage and motherhood, as well as for employment in the event of emergency situations. The students tended to see a career as an activity which will take place in the one or two years interim between graduation and marriage or before the birth of their first child. Only sixteen of the respondents planned to work outside the home when their children were small, and only 15 per cent planned to return to work when their children were in high school or college (1, p. 79).

As a young mother, a woman is kept busy after marriage until all her children are in school. The release comes, however, earlier than she might expect. The average mother today is twenty-six when her last child is born. She starts to return to school at the age of thirty-two when her youngest enters the first grade (10, p. 205), and even to
followed by a new phase of life in which home is still central, but the pattern of roles and emphasis among multiple responsibilities are almost sure to go through a succession of shifts (6, p. 19). As the children become increasingly independent, many women create new careers for themselves, some reenter the labor market, others increase their involvement in less formal and less remunerative but often satisfying careers in community affairs, and still others seek readmission to college (5, p. 29).

In a democracy offering ever-changing choices, where ultimate decisions are made by individuals, competent counseling becomes an inseparable part of education. Because of differences in life patterns of women as contrasted with men, the counseling of mature women is a specialized form of counseling (23, p. 13). Among women of all levels of skill there is need for encouragement to develop broader ranges of aptitudes and carry them into higher education. Imaginative counseling could lift aspirations beyond stubbornly persistent assumptions about "women's roles" and "women's interests" and result in choices that have inner authenticity for their makers (23, p. 14).

For many mature women, counseling after continuing education and prior to re-entry into the work force is crucial, and counselors are in need of evidence obtained from relevant populations if counseling at this stage of a woman's life is to be optimal (24, p. 75). Several studies and reports (3, 12, 14, 15, 28) have shown that too little is known about factors
affecting motivation in women about the effects of ethnic, religious, economic, and regional backgrounds on their aspirations and their learning processes.

It is only in recent years that colleges have given any special attention to the requirements of mature women. Although it is known that the life patterns of women are changing, a number of basic questions have yet to be answered: How many mature women do not find complete fulfillment in their roles as wives and mothers? How many could achieve greater fulfillment, and at the same time contribute to society, through both family and work? How many are sufficiently motivated by their wish to continue education to overcome the possible difficulties and inertia that resulted from their removal from the campus or work-force for a period of years?

It is possible that these questions cannot be answered with precision, but it is probable that one of the avenues leading to productive, stimulating lives for mature women is undergraduate education and counseling. Whether women enter college in order to obtain degrees, to seek enrichment courses, or to pursue vocational training, efforts can be made to meet the special needs of mature college women.

**Definition of Terms**

*Mature college woman* — a woman student who was thirty-two years of age or older during the fall semester year.
Full-time student -- a mature college woman who was enrolled in twelve or more hours of undergraduate courses.

Part-time student -- a mature college woman who was enrolled in less than twelve hours of undergraduate courses.

Limitations of the Study

This study was limited to mature college women enrolled in undergraduate curricula who had not attained the baccalaureate degree. No attempt was made to investigate mature college women who were enrolled in graduate courses.

Basic Assumptions

It was assumed that the subjects would respond honestly to the instruments utilized in this study. It was also assumed that mature women in other universities of similar institutional environments would not differ in significant ways from those included in this study.

Procedures for Collecting Data

The official records from the offices of the Registrar, Dean of Students, and Computer Center at the university were used in this study. From those records information about the number of mature women enrolled on a full-time and part-time basis, schedules, addresses and grade-point averages were obtained.

A questionnaire and selected testing instruments (Strong Vocational Interest Blank, General Interest Schedule, and the List of Values) were given to mature women
enrolled during the fall and spring semesters, 1970-1971. The questionnaire was constructed to gather personal and family data, family attitudes regarding continuing education and suggestions for ways in which the university could better serve mature college women. The testing instruments were selected in order to describe and analyze the interests, attitudes and personality characteristics of mature college women.

Organization of the Study

The second chapter, "Review of the Literature," includes studies pertaining to (1) the marriage-career conflict, (2) marriage and the woman student, (3) employment patterns of women, (4) family attitudes and marital adjustment and, (5) academic characteristics and major fields of study.

The third chapter, "Procedures of the Study," includes a description of the subjects and instruments. Also included is a description of methods of obtaining the data and statistical treatment of the data.

The fourth chapter, "Presentation of the Data," reports findings of this research.

The fifth and final chapter deals with a summary of the study and findings, as well as the conclusions and recommendations pertaining to the facilitation of the education of mature college women.
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CHAPTER II

REVIEW OF THE LITERATURE

A number of recent research studies have varying degrees of relationship to the present study. Therefore it was necessary to select, organize, and classify the literature into the following areas pertaining to mature college women: (1) the marriage-career conflict, (2) marriage and the woman student, (3) employment patterns of women, (4) family attitudes and marital adjustment, and (5) academic characteristics and major fields of study.

The Marriage-Career Conflict

Counselors and teachers are developing a greater awareness of the reality that women--married, single, young, middle-aged, or older--are increasingly engaged in constructive activity outside the home. The feminine role is a many-faceted one. Many women must include paid employment among their responsibilities. Built into the multiplicity of roles they assume is conflict--conflict created by outdated stereotypes, by society's expectations, by family attitudes, and by the necessity for determining priorities. Women are often in conflict about whether or not to work, about the sex-type appropriateness of their job choice, about having a family,
about their work interfering with their responsibility to
home and children. By contrast with men, women have unique
counseling needs, and counselors need to be prepared to help
women fulfill their feminine role and to make vocational plans.

Vetter and Lewis (65) state that vocational personal
advising of college women is often a source of difficulty
for counselors. One of the problems that arises in vocational
advising with women is the choice between a career or home-
making. Some compromises may be made between these two
alternatives, but in most cases the major emphasis will be
placed on one or the other. In view of the current needs for
both manpower and womanpower in our society, ways to identify
women who are likely to be productive in a career are needed
in order to provide them with appropriate educational ex-
periences and vocational planning.

Several studies (1, 9, 12, 34, 35) indicate that many
adolescent girls consider work as a temporary necessity, are
marriage-oriented rather than vocation-oriented, and see little
need for long-term planning. Most girls have an unrealistic
image of life; school, marriage, a family, and a continuing
life as a homemaker and mother. A more accurate life pattern
of the modern woman includes school, work and/or marriage,
raising a family, and a return to work when the youngest
child is in school. The United States Department of Labor
(68) supplies statistics to support of this life pattern of
women, when out of ten girls will work at least three days.
their lives whether they marry or not. Nearly half the women in the population between the ages of eighteen and sixty-five are in the labor force, and the percentage continues to rise rapidly.

Equally significant, according to a report of the Congressional Quarterly (34), is the rising percentage of wives and mothers who work. The typical working woman in 1920 was single; if she married she quit work and did not return to work unless widowhood or desertion left her with no other means of support. The current pattern for a woman who marries is to remain employed, quitting only a few years for childbearing and child-rearing. Two-fifths of all married women were in the labor force in 1970 compared with one-fourth in the mid-1950's. Wives accounted for 30 per cent of all working women in 1949 but 65 per cent in 1970. An acceleration of the working-wife trend in recent years is due largely to younger women entering the work force. The portion of wives under thirty-five in the labor market rose from 28 to 40 per cent during the past decade, with the steepest increase occurring in 1966-1969. One-third of all women with children of preschool age were working or seeking work in 1969, almost twice as many were working nine years earlier. Among mothers whose children had reached school age, almost one-half were working.

Despite the above statistics, the major concern is with the status of black women, both in high school and college, and
concerned with marriage and motherhood. Gross (9) reports that as women progress through college, their interests shift from career to the more traditional interests of home and family. The largest portion of freshmen women in the Gross study reported that in fifteen years they would prefer to be married with children and a career, but for upperclass women the preferred future was that of a housewife with children and no career. The study also revealed that while freshmen and sophomore women were giving serious thought to their educational and professional futures, as seniors they expressed less commitment to future education.

Evidence to support the hypothesis that young women tend to favor the traditional female roles rather than occupational equality between the sexes has been presented by Empey (15). He reported that both high school seniors and college girls preferred marriage to careers and were strongly inclined to aspire to jobs traditionally held by women. Never and Neubeck (29) found that young women most frequently accept the traditional and nurturant roles for women and believe the husband should be responsible for the support of the family.

Matthews and Tiedeman (30) studied the relationships between eighteen attitudes toward careers and marriage and the life styles of 1,557 girls and young women. They concluded that the major attitudinal items affecting life style during early adulthood were (in order of importance): (1) sex role.
impression of the male's reaction to the use of her intelligence; (2) struggle over the "place of women at home;" (3) conflict between family and work upon a wife and mother; (4) dilemmas of when to begin dating; and (5) issues in acceptance of the general outline of the feminine role.

Tyler (39) has reported a longitudinal study of the interest patterns of twelfth-grade girls with career and non-career goals. She found that by the eleventh grade these girls could be differentiated on the Strong Vocational Interest Blank. Although there were few consistent differences between the two groups prior to high school, at the eleventh grade the career-oriented group scored higher on the scales related to business than on those related to homemaking. The career-oriented group did show more masculine interests in the earlier grades, but this difference disappeared later, and the career-oriented girls actually scored more feminine on the Strong Vocational Interest Blank by the end of high school.

Differences between career-oriented and homemaking-oriented girls on the Strong Vocational Interest Blank have also been established by Hoyt and Kennedy (32). They were able to differentiate between freshman women students who expected to have careers and freshman women who expected to become homemakers. They found that career-oriented women exceeded homemaking-oriented women on the following scales: physician, lawyer, corporate law, literature, ministry, science, and physical education teacher. Homemaking-oriented women
exceeded career motivated women on the following scales: buyer, housewife, office worker, stenographer-secretary, elementary teacher, home economics teacher, dietician, and business education teacher. They found career oriented women exceeded homemaker oriented women on the Edwards Personal Preference Schedule on the achievement, endurance, and intrapersonal scales, and homemaker oriented women exceeded career oriented women on the heterosexuality and succorance scales.

In a study at the University of Illinois, Wagman (66) investigated 132 undergraduate women who indicated they were planning either for a career or homemaking role. The women were administered the Strong Vocational Interest Blank, the Allport-Vernon-Lindsey Study of Values, and a questionnaire regarding homemaking and career expectations developed by Hoyt and Kennedy. The career group exceeded the homemaking group on three scales of the Strong Vocational Interest Blank: lawyer, physician, and psychologist. The homemaking group exceeded the career group on three scales: housewife, home economics teacher, and dietician. These results confirm part of Hoyt and Kennedy's findings. For the remaining nine scales of the fifteen on which Hoyt and Kennedy had found statistically significant career and homemaking group differences, the findings of the Wagman investigation indicated seven scales to be in the same direction: librarian, nurse, elementary teacher, office worker, stenographer-secretary, business education teacher, and dentist.
Wagman (66) hypothesized that career motivated women would achieve significantly higher scores on the political, theoretical, and economic scales on the Study of Values. However, only two of the career group mean differences reached a statistical level of significance: the theoretical and religious scales. For the remaining four scales (economic, political, social, and aesthetic) no statistically significant differences between the career and homemaking oriented groups were found.

A study by Vetter and Lewis (65) investigated the homemaking-career dichotomy in much the same way as did Hoyt and Kennedy. The major differences in the Vetter and Lewis study were: (1) the use of a limited group of women students (home economics majors rather than a university-wide sample); (2) the use of seniors rather than freshmen; (3) the use of a continuous rating scale as a criterion rather than a seven-point check list; (4) the use of correlations rather than t-tests to determine the extent of relationships between the predictor variables and the criterion; and (5) control of the possible influence of intelligence on the results.

Vetter and Lewis (65) obtained scores on the Strong Vocational Interest Blank, the Guilford-Zimmerman Homemaking Survey, freshman orientation tests, and two attitude scales measuring preference for a career or for homemaking and expectation of one or the other in the future. In comparison with the Hoyt and Kennedy study, it was found that
f ewer of the Strong scales were significant indicators of career or homemaking preference. The Strong scales that were significantly correlated with career preference were lawyer and life insurance saleswoman. The scales for housewife, elementary teacher, home economics teacher, occupational therapist, and femininity correlated significantly with homemaking preference. The Guilford-Zimmerman scales did not differentiate between the groups when the preference criterion was applied but did when the expectation criterion was used. The ascendence and sociability scales were the most significant, and for both of these, high scores indicated an expectation of becoming a homemaker.

**Summary**

The research seems to indicate that many college women do not realize that family and work are not mutually exclusive. There will usually be time for each, and the combination need not present a conflict if an area of work is chosen where responsibilities will be consonant with the needs of the family. It is desirable that women plan early for a life in which family responsibilities are especially time-consuming during a relatively short period. If women realized that the rearing of children consumes only a few years of life, educators and counselors could possibly help plan for the various phases of women's lives. Several studies indicate that certain testing instruments can differentiate between career-oriented and homemaking-oriented women.
Marriage and the Woman Student

Information concerning the married woman student comes from the Women's Bureau (70). In October 1966 about 340,000, or 15 per cent, of all women college students under thirty-five years of age were married (husbands present). This compares with 264,000 married women students, or 13 per cent, in 1959. However, most of those married women students were twenty-two years of age and over; 75 per cent in 1966 and 79 per cent in 1959 (the earliest date for which comparable figures were available). Married women students are more likely to be enrolled in college on a part-time than a full-time basis. Sixty per cent were attending school only part-time in 1966. A larger proportion of married women students twenty-two years of age and over (72 per cent) than of those younger (26 per cent) were enrolled part-time.

Women are marrying younger today; half of them marry by age 29.6 but were marry at age eighteen than at any other age. Marriages and the presence of children tend to curtail education, while widowhood, divorce, and the decrease of family responsibilities tend to attract women back into education.

Many studies dealing with the problems of married women students have been discussed in popular and professional periodicals. Several studies (14, 20, 27, 45) have discussed their motivations for returning to college, the
Prevalent motives include an unfulfilled desire for knowledge, a lack of interest in jobs not requiring a college education, and dissatisfaction with club work and other social or community activities. Other reasons pertain to needed financial help with the children's college education and to insure against loneliness when the children are grown and the "nest is empty."

A study conducted by Lee (34) at Indiana State Teachers College focused attention on married women students. In this study, trends in enrollments of married women were analyzed, their problems and their academic achievement as compared with unmarried women students were determined, and implications for meeting their needs were explored. No significant differences were found between fifty-six matched pairs of full-time undergraduate married and unmarried women who had been equated on the basis of college class, age, and predicted point-hour ratio. However, it was concluded that the stabilizing effect which marriage has on study habits may be offset by the increased responsibilities and time pressures which married women students face. Also reported in the Lee study was the unanimous opinion of married women that combining college and marriage had strengthened their marriages.

Garrod (8) conducted a study of the motivations, characteristics, and problems of married women students at George Washington University. Even though there were close similarities in the individual characteristics, motivations, and
problems of the women, these women desired personal growth and self-improvement. They voiced the opinion that intellectual development does not end with marriage. The women were described as "learning oriented." They had been high achievers in high school, found reading a favorite leisure activity, and "enjoyed learning." Thirty per cent of the women indicated a conflict between the importance of women remaining at home, preparing for a career, or developing intellectual potentialities. This conflict was increased when husbands did not encourage them to go back to school, and when some parents, in-laws, and friends could not understand the motivation for continuing education.

To compare personality characteristics, attitudes, and outside activities of mature women undergraduates and women of similar ages and backgrounds who had not returned to college, Doty (13) studied mature women at Knox Central College in Illinois. All of the mature women planned to pursue careers on a full-time basis in the future, primarily in teaching. The students participated in significantly more groups and activities of almost every kind. Husbands or twice as many students as nonstudents had attended college and were employed in professional occupations. Personality test findings indicated scores within the normal range for both groups. However, mature students exhibited significantly more "masculinity" of interest patterns and significantly greater self as well as group activity than the nonstudents.
Doty concluded that the above findings should help to correct assumptions often made by educators and lay persons to the effect that (a) mature women return to college for frivolous, time-filling reasons or because they are in some way mal-adjusted; (b) mature women students are inferior to younger students in academic ability; and (c) the education of mature women is not worth the college's investment in them because they cannot be expected to use their education in future careers.

It is the opinion of Myers (40) that mature married women can be a valuable addition to any university, academically or otherwise, but that they are hampered by certain policies and procedures which make it difficult for them to return to college. Myers suggests that because of the circumstances and responsibilities peculiar to the mature married woman student, colleges and universities should reevaluate policies requiring full-time, daytime attendance. Many married women show ability and serious purpose, therefore they could reasonably be allowed to proceed as part-time degree candidates, taking six hours or whatever minimum they could handle. Having to receive special permission for enrollment every semester creates uncertainty and anxiety on the part of the student, which detracts from her efficiency. The scheduling of classes is another problem encountered by married women. Many married women cannot afford to pay

For example, how long a week is enough time for a man?
arrangements for more than two or three days a week. When
the student can demonstrate some responsibilities which make
it a hardship to attend college more than two or three days
a week the college could relax policies to accommodate such
situations. Many colleges allow no credit for courses com-
pleted more than ten years before the date of admission. How-
ever, the policy is often that a transfer student may be
allowed to validate such courses by examination or by taking
advanced courses in those subjects. When a married woman
has changed her major and has taken subjects in the past
which would fulfill group requirements but has no need to
take further courses in those subjects, the institution could
waive such requirements for validation. Sieger further suggests
that, in the light of the complexity of the problems which
the mature married student faces and the ever-increasing
numbers of such students, a special adviser or counselor could
be appointed to each school to advise mature women students.
Such a counselor could save time and frustrations on the part
of mature married women.

Summary

Educational institutions are paying increasing attention
to the special needs of mature women. Programs and practices
designed for students in their late teens or early twenties
are proving inadequate or frustrating in many ways to women
in their thirties or later. Many of these women come to

married and have family responsibilities; many have been out of school for ten or twenty years. They voice a need for less rigid interpretation of entrance requirements, such as substituting equivalency tests for credits earned too long ago to be considered eligible. They request flexible scheduling, often on a part-time basis and at hours convenient for their husbands and young children who are at home. They ask for special counseling services on both educational and occupational opportunities. Finally, they seem to need changes in course material and teaching methods designed for younger students which are frequently inappropriate for mature women who have broader backgrounds of life experiences.

Employment Patterns of Women

Because of scientific and technological changes, many mature women interested in seeking paid employment have found it necessary to resume their education and training. This has been necessary to help them prepare for new jobs, new work methods, or other developments. The Women's Bureau (73) reports that the enrollment of mature women in all types of educational institutions has increased significantly, rising between 1950 and 1967 from 47,000 to 375,000 for women twenty-five to thirty-four years of age. Much of the increase is also related to the larger numbers of mature women interested in reentering the world of work after a period of homemaking. With obsolete skills, often limited in education, and usually
little self-confidence, mature women reentrants have sought educational programs adapted to their special needs and circumstances.

The chances that a woman will obtain a paid job can be expected to increase with the level of her formal education. According to a 1967 survey made by the Bureau of Labor Statistics (7), the proportion of women at work outside the home was almost three-fifths (57 per cent) among those with four or more years of college. In contrast almost one-half (47 per cent) among high school graduates with no college training and less than one-third (30 per cent) among women who had left school after the eighth grade were working.

A Department of Labor study for the years 1952-1968 (54) showed exceptionally high employment for educated women in the twenty through twenty-four and the forty-five through fifty-four age groups. Particularly important, however, was that the greatest increase in labor force participation came from the twenty-five through thirty-four age group of college graduates. This is normally the period women do not leave their homes because of small children in the family.

Several studies have established that the employment of women, especially mothers of young children, is frowned upon by the general public. Glenn (22) interviewed 247 married women in a small Georgia town as to whether they approved or disapproved of women leaving the home under various
conditions. His data indicated that these homemakers felt that it was acceptable for a married woman, without children, to work if she wished provided her husband did not object. Conyers (10) reported that managers and employers felt that mothers with children of preschool age should not be away from home. The managers and employers in the Conyers study were also skeptical about employing women who were over forty-five years of age.

Bever and Neubeck (29) questioned 4,283 college freshmen concerning their attitudes toward the employment of women. This research suggests that college students most frequently accept the traditional and nurturant role for women. The students' responses also indicated a belief that the husband is responsible for the financial support of the family, although women were less accepting of this belief than men.

Most of the women surveyed by the Women's Bureau (71) reported a desire to supplement family income as their main reason for leaving the home for education or employment. Few said they were interested primarily for their personal satisfaction or to update or maintain job skills. Hartley (28) interviewed forty working mothers concerning their attitudes toward their jobs. Most of the women viewed their absence from the home as a way of serving their families rather than themselves and considered their husbands to be the member of the family who is responsible for financial support.

More sources of valuable information concerning reasons women work outside the home can be found in Nye (45) and
Lewis (35). Lewis (35) states that most married women when asked why they work will cite financial need as the major reason. Some women claim to be contributing to the essential living expenses of the family, others to helping with their children's educational expenses. Nevertheless, according to Lewis, there is some doubt that financial need is the major reason for middle-class women leaving the home, even though the wife's income may improve the family's standard of living.

Bell (3), Feldman (17), and Sobel (55) have also questioned whether financial need is as important as has been claimed by working wives. These researchers generally assume that financial need seems to be the most acceptable reason for working, or at least the most understandable. Therefore, most women fall back on financial need to "defend" their absence from the home. Women seem to fear that society may not understand and accept a more personal motive.

Carrol (8) has investigated a report from the 1950 Survey of Consumer Expenditures by the Bureau of Labor Statistics. Families with working wives had above-average incomes, but without the wife's job the income of these same families would, as a group, have been below average. Those women who were employed part-time contributed an average of 27 per cent of the total income of their families, and those employed full-time contributed 38 per cent.

The proportion of older women in the labor force has grown more rapidly during the past two decades than has that
of any other segment of the population. According to the Bureau of Labor Statistics (6) in 1965, 41 per cent of all women between the ages of fifty-five and sixty-four were in the labor force, as were 10 per cent of all those sixty-five and older. Moreover, a higher proportion was engaged in full-time employment than was the case among women workers in general.

Gadel (19) reported a comparison of women within the same company, one group being in their early twenties and the other group having an average age of forty-one. There were no differences between the groups in production records, comparative ratings, or supervisors estimates of learning ability. However, the older group was rated more satisfactory by their supervisors and showed a higher satisfaction with their jobs. Gadel explained these findings by the factors which the two groups expressed as bases for job satisfaction. The mature woman looked for security, supervision, reasonable hours, and prestige of the company. The younger workers were more concerned with type of work, working conditions, pay, compatible co-workers, ease of commuting, and advancement.

The Bureau of Labor Statistics (5) investigated 6,000 office workers in clerical jobs, 35 per cent of whom were women. These data indicated exceptionally high performance for women between the ages of forty-five and sixty-five in jobs such as sorting, filing, and typing. The report concludes that mature women are more consistent in their
job performance than are younger women workers, while the quality or accuracy of the work at different ages is about the same.

**Summary**

Researchers are aware of the "split-level" characteristic of the employment patterns of American women: a period of work, a period devoted to children and family responsibilities, and then return to paid employment when family responsibilities lessen. Despite the fact that eight out of ten women are in paid employment outside the home at some time during their lives, many societal traditions and prejudices face the woman in the world of work. Studies reveal that the employment of mothers of small children is frowned upon by the general public. The traditional and nurturant role for women remains more acceptable than the role of employed women. More women report working for financial reasons than any other, however, several researchers question this motivation.

**Family Attitudes and Marital Adjustments**

There is no consistent evidence that women who leave the home for continuing education or work are subject to greater marital and family dissatisfaction than are those who are full-time homemakers. Research to date on this topic has produced inconclusive, and sometimes conflicting, results.

Age (14) investigated the relationship of employment status to marital satisfaction of employed mothers.
variables investigated were socio-economic status, age and number of children in the family, duration of employment, and attitude of both wife and husband toward her employment. The data suggest that any net adverse effect of employment or absence from the home on marital adjustment is less in higher socio-economic families than in lower socio-economic families. The relationship between employment and marital adjustment was not appreciably affected by family size, age of children, and length of time the mother had been employed.

Weil (67) investigated the variables related to current work status and future work plans of a group of young mothers. Among those found to be important were the husband's attitude toward his wife's employment, his willingness to help with child care and household chores, the educational training level required in the jobs held before marriage, and whether the wife had continued to work after marriage.

Axelson (1) compared the attitudes of husbands of working and nonworking wives. The husbands of wives who did not work felt that a mother working was detrimental to children, that having their wives working would be harmful to their own careers, and that they would not be inclined to make adjustments in their way of life so that their wives could work.

Evidence concerning husbands' attitudes toward their wives working also can be found in a study by Gianopulos and Mitchell (21), although they did not compare working wives with non-working wives in their analysis of cases from
the files of the Marriage Council of Philadelphia. They concluded that the husbands who disapprove of their wives' working have more conflict. These researchers analyzed the areas in which conflict occurs. When conflict occurred in working-wife families, it did not spread randomly over all aspect of marriage. For instance, there was no increase in conflict pertaining to in-laws, friendships, or sexual or religious matters. Almost all conflict was centered in the "domestic-economic" area.

Gover (24) suggests that, inasmuch as it is conventional in our society to have a well-adjusted marriage and since working wives are less conventional than those who do not work, any tendency of the latter group to report greater marital satisfaction may be a reflection of their general need to be conventional rather than of a true difference. Lewis (30) supports this contention, and suggests that the satisfactions which working wives derive from their jobs balance their dissatisfactions with their marriages, enabling them to tolerate a greater degree of conflict than those women whose lives are limited to their homes and families.

It is usually assumed that adding the role of student or employee to the woman's roles of wife and mother often necessitates a redefinition of the roles of family members in terms of duties and responsibilities. However, the extent to which traditional roles are modified as a result of the above is often not clearly shown and not been thoroughly studied.
A few studies indicate that in families of employed mothers more household duties are performed by other family members than in families of non-employed mothers. Hoffman (31) found in a study of 32 1/2 Detroit families who had at least one child in the third through sixth grades, that in families of employed mothers, more household tasks were performed by the fathers and fewer by the mothers than in families where the mothers were not employed. Although there was no difference statistically, Powell (51) found in a study of 170 children in grades three through seven that there was a tendency for children of employed mothers to perform more home tasks than those of non-employed mothers. In a study of family responsibilities and social stratification, Olsen (46) found no significant differences in the division of household tasks between families of employed wives and families of non-employed wives. Joint husband-wife assumption of responsibility was found to be negatively correlated with the age of the couple, the older couples jointly assuming responsibilities less often than the younger couples. Powell (49) investigated the relationship between maternal employment and the performance of household activities by members of 130 families. It was found that working mothers participated less than non-working mothers in household tasks and that their husbands participated more.

Nolan (42) found that employed wives shift the responsibilities of housekeeping both onto their husbands and onto commercial services. Husbands of working wives helped more
in virtually all areas of "feminine" activity, including foods (meal preparation, baking, dish-washing), clothing (washing and ironing), and cleaning (dusting, picking up, cleaning floors and baths, making beds). Husbands also helped more with the children, both at bedtime and with homework.

Research concerning the effects of maternal employment on children has increased greatly in recent years. One of the first studies in this area to utilize a research design with controls on important variables, notably socio-economic status and broken homes, was reported by Kye (44). Kye reported that adolescent children of part-time working mothers had better relationships with their parents than children of full-time working mothers or mothers who did not work at all. The differences between the full-time working and non-working groups were found to be statistically non-significant. The Gluecks' (23) well-publicized article reported an extensive examination of the relationship between maternal employment and juvenile delinquency in a sample of lower-class boys. The over-all finding was that maternal employment was not related to juvenile delinquency. Where there was such a relationship (for the "occasionally" working mothers) the data indicated it was not the employment that was important but the existence of an erratic household.

Hoffman (30) states that although there is no conclusive research evidence to substantiate it, many psycho analysts and educators feel that the child needs the warmth of an
most during the pre-school years. Popular sentiment is also in accord with this view, and it is therefore likely that mothers of very young children are more concerned and even more likely to feel guilty if they leave the home for employment or to continue their education. It is often mentioned that the younger child needs more care and supervision, and sheer physical safety requires that a mother substitute be provided. The effects of maternal absence should therefore be more dramatic, possibly more detrimental, but certainly different when there are young children in the family. Most of the data, however, do not support these assumptions.

Roumen (52) studied public school children who were referred for guidance by their teachers. His data suggest that younger children of employed mothers displayed more withdrawing behavior. However, they had fewer academic problems than those children whose mothers did not work. Studies by Powell (50) and Burchinal (4) deal with children of different ages whose mothers worked at different points in their lives. Both studies conclude that maternal employment during the child's pre-school years appears to have no observable effects at later ages.

The results of a study by Bancroft (5) of over 3,000 high school seniors indicate that in terms of achievement, hopes, and expectations, full time employment of mothers had little, if any, detrimental effect on their children. There are, in fact, a move for these children to have higher
educational aspirations, with the exception of boys from the professional socio-economic level. Girls with working mothers planned to combine homemaking and a working career in their own lives more often than did girls with non-working mothers.

Frankel (18) investigated intellectually gifted high and low achievers in a group of boys. The experimental group consisted of pairs of boys of equivalent high intellectual ability but contrasting achievement. The working mothers of the high achievers were professionally employed, primarily as teachers, the working mothers of the low achievers were mainly in non-professional jobs. Differences in personality were observed between mothers of low achievers and high achievers; the mothers of low achievers were hostile and aggressive and less involved with their sons.

Until the past two decades the general view was that maternal employment had many effects on the child—all of them bad. Beginning in the early 1950's, however, research findings began challenging this view. Hoffman (30) discusses recent research in the following statement:

"The pendulum has perhaps swung too far in the opposite direction and the new outlook seems to be that maternal employment has no effects at all... Maternal employment does affect the child. The effects may be good, bad, or incapable of evaluation; and they may depend on a multitude of other considerations; but until considerably more research is done, we are not prepared to concede that maternal employment has no effects. (30, p. 310)"

Stolt (46) summarizes the confusing state of affairs by stating: "conflicting research in this area and the
One is impressed with the number of different and opposing findings which research concerning the effect of maternal employment on children has produced. One can say almost anything one desires about the children of employed mothers; and support the statement by some research study. (56, p. 779)

Throughout the book, The Employed Mother in America, (45) there is an underlying assumption that maternal employment does affect the child. It is stressed that the relationship between maternal employment and presumed dependent variables can be examined only when the researcher controls other factors. When these factors are controlled, the correlates of maternal employment seem to disappear. Nye and the other researchers maintain that maternal employment is not so potent a variable that it can be used without specification and examination of data separately within different subgroups. An examination of the various studies reported in The Employed Mother in America indicates that the following categories have been used as the basis of these subgroups: (1) social class; (2) full-time versus part-time maternal employment; (3) age of child; (4) sex of child, and (5) mother’s attitude toward employment. Other categories suggested to be important are the adequacy of substitute supervision, the duration of the mother’s employment, the particular hours the mother is away, the attitudes of the community, the response of the father, and the nature of the mother’s work. The previously listed five categories, however, even to be included and the others have seem to be the most important.
Both the general public and social scientists were ill-prepared for reports which began to appear in the mid-1950's that more than a third of the mothers of school-age children were employed. These reports, emanating from census surveys, textbooks, newspapers, and magazines, sharply contradicted the traditional image of the woman. Research on the topic of family attitudes and marital adjustment has produced conflicting results. It is possible to state almost anything pertaining to the effects of maternal absence from the home on marital adjustment, husband's attitudes, and children's adjustment and support the statement by some research study, they recently have there been serious efforts to examine empirically the effects of maternal absence from the home.

The question is not a simple one, for it involves questions of which mothers go to work, the conditions surrounding their employment, the age of their children, the attitudes of the working woman and her husband, and the alternatives to employment for women.

Academic Characteristics and Major Fields of Study

More and more mature women are enrolling in and graduating from institutions of higher education, therefore it is of interest to examine the fields of study in which they earn degrees. Although women earn degrees in a broad and varied range of disciplines, one of the areas received by women are
concentrated in a relatively limited number of fields of study. Information from the Women's Bureau (70) states that the field of education alone accounted for 38 per cent of bachelor's degrees earned by women in 1967. Education also accounted for 51 per cent of master's and 29 per cent of doctor's degrees earned by women in 1967. The humanities and the arts were the next most popular disciplines, accounting for 24 per cent of bachelor's, 18 per cent of master's and 21 per cent of doctor's degrees.

Within the leading fields of education and the humanities, according to the Women's Bureau (70), the most popular single subjects in which women earned bachelor's degrees in 1967 were elementary education (58,016 degrees), English and journalism (29,206), fine and applied arts (12,569), and foreign languages and literature (12,184). Many women also earned degrees in the social sciences, especially history (11,064) and sociology (10,588); in psychology (7,806), and in basic and applied sciences, especially nursing (8,252), biological sciences (8,047), and mathematical subjects (7,310).

Several studies indicate that the mature woman can compete successfully in undergraduate courses regardless of the type of program in which she enrolls. A study conducted by Halfter (25) in the Chicago area indicated that mature women may be expected to perform at least as well as younger women in undergraduate degree programs of study. The subjects of
Waite's study demonstrated a better than average performance in each of the fields of study when compared with college age students.

Doty (12) investigated the intellectual characteristics, academic problems and study habits of eighty mature women enrolled at South Central College. Older women reported more problems in concentrating, reading rapidly, and taking class tests. However, older women reported better study habits. The Doty study substantiated the research of Lee (24) and Lichtenstein and Block (26) which indicates that mature women make grades as good as, and usually better than, younger students.

In a later study, Doty (13) goes so far as to suggest that since mature women have been consistently high achievers in academic achievement, the question of academic achievement among mature women is no longer a major concern of many educators. It would seem that variables other than academic achievement should be the prime concern of educators when considering the continuing education of mature women.

Data concerning enrollment of women in various college curricula has been discussed by Lewis (25). He stated that although education is by far the most popular major for women, its popularity is slightly declining. During the past decade women showed a increased interest in education, medical technology, journalism, and some economics as a major and an increased interest in biology, math, and social sciences.
However, sex differences in curricula often obscure two important points: (a) such differences are not as consistent as some educators expect, and (b) patterns vary from one institution to another. Lewis concludes that men and women who attend unisexual, small, liberal arts colleges tend to be less stereotyped in their choice of curriculum. Differences definitely exist, but the cause and effect relationships are difficult to isolate. Certain variables need to be explored further, according to Lewis, because

sex differences in curriculum choice can thus be demonstrated, but relatively little is known as to the reasons for girls' specific choices. We know that girls tend to concentrate in certain curricula but we don't know why, nor can we explain why some girls choose curricula more typical of men. (35, p. 189)

The Women's Bureau (70) has shed some light on the popularity of certain curricula among women by reporting the proportion of all degrees earned by them in 1967. In 1967 almost all bachelor's degrees in home economics, education, early childhood, nursery, kindergarten education, nursing, and home economics were conferred on women. Women also earned nine out of ten bachelor's degrees in library science, occupational and physical therapy, elementary education, and medical technology; eight out of ten in education of exceptional children and the handicapped and in speech and hearing education; seven out of ten in social work, art education, business and commercial education, and foreign languages and literature; and six out of ten in English and journalism and in sociology. On the other hand, women earned only one out of ten bachelor's
degrees in economics and less than one out of ten in business and commerce.

The fact remains that women select education as a choice of curriculum more often than any other field of study. Because of the popularity of this choice, and because women outnumber men in teaching in the public schools by a ratio of about two to one, it is important to review studies relating to education as a choice of curricula.

Peterson (45) discusses the number of mature women who are returning to college to take courses leading toward teacher certification. During their previous college experience, many of these women had been attracted to other fields. But their recent experiences with their own children and with parent-teacher activities and other community projects brought them into close contact with local educational problems. They became aware of the need for more and better trained teachers and the personal rewards of teaching.

In the opinion of O'Neill (41), of the many career opportunities open to the mature woman with family responsibilities, teaching is one of the few which provide a feasible schedule for women with school age children. A woman unable to accept a full-time assignment may begin by substituting, and while the use of part-time teachers is not extensive in many schools, increasing opportunities for part-time teachers are being created by teacher-training programs, advanced placement courses, and other special joint developments. A full-time teacher now
a great deal of homework to do, but her actual hours coincide with the school hours of her children, and her vacations, holidays coincide with theirs.

A mature woman who has raised children of her own is often able to make a valuable contribution as a teacher. She is unlikely to find her age a disadvantage either in obtaining the necessary education or in finding a position. It is far more likely to be an asset.

Several studies have reported some of the academic and personality characteristics of women who select education as a major field of study. Durflinger (14), utilizing a questionnaire, autobiographical data, and interviews, studied 464 women at the University of California. He compared women students who graduated in education with those who began a degree but changed to other majors. Those who changed majors had higher academic ability and scored lower on the following Strong scales: housewife, home economics teacher, dietician, physical education teacher, nurse and dentist. However, Swanson and Berdie (57) reported that women in the College of Education at the University of Minnesota compared favorably in scholastic ability with women in other degree areas.

There is evidence that few women are motivated by a desire for a lifetime career commitment to teaching as a profession, while (68) studied 174 women elementary teachers who were employed in their first teacher positions. He
results indicate a lack of career commitment among most of his subjects. Associated with those women teachers who displayed career commitment were such factors as having had a working mother, having come from a working-class home, having worked their way through school, and being married.

Mason, Dressel, and Rain (37) have reported an extensive survey of beginning teachers throughout the United States which indicated substantial differences in the career orientations between men and women beginning careers in elementary and secondary teaching. Beginning female teachers tended to view teaching as a contingent role rather than a dominant one. A large portion of the women expected to leave teaching, at least temporarily, for homemaking responsibilities, indicating that for them their sex role was dominant over their occupational role. Kuhlen's (33) descriptive report of interviews with teachers also indicated that public school teachers as a group and women particularly were not career oriented. That is, they did not view their occupation as a major source of need gratification.

Several studies indicate an attempt to determine the need patterns of women who select majors in elementary and secondary education. Many researchers have utilized the Edwards Personal Preference Schedule to study these need patterns. Tobin (60) administered the Edwards Personal Preference Schedule to thirty-seven women elementary and secondary teachers in Columbia state. He reports that
women teachers scored significantly higher than the norm group on deference, order and endurance, and significantly lower on dominance, heterosexuality and aggression.

In a study of 100 physical education teachers, Thorpe (53) found that her group scored significantly higher than the norm group on deference, order, exhibition, dominance and endurance. Significantly lower scores were obtained on autonomy, ashamedment, change and heterosexuality.

Because elementary and secondary teaching differs with respect to the age of students, the nature of the subject matter, teaching techniques, and sex composition of the teaching force, Scandrett (55) hypothesized that students who had chosen elementary teaching could have different need patterns than those who had chosen secondary teaching. Seventy-three women students preparing to teach on the elementary level completed the Edwards Personal Preference Schedule. Significant differences between the mean scores of elementary and secondary student teachers were found for autonomy, affiliation, dominance and aggression. Secondary level student teachers were significantly more autonomous, dominant and aggressive; elementary teachers were more affiliative.

Little is known about the type of woman who begins teaching after the age of thirty-five, or her success as a teacher. In one of the few related studies in this area, Loty (46) attempted to correlate attributes of the collection of scores...
in teaching of mature women teachers relative to younger women teachers. The subjects were 114 women teachers who had held full-time teaching jobs for at least one year. Data were college grades relevant to academic characteristics, major professors' ratings, critic teachers' ratings, and principals' ratings. Younger teachers had a significantly lower grade point average than mature teachers. Mature women in this study were viewed as highly effective by their employing principals. Mature women were uniformly high achievers on all the measures investigated. Doty concluded that if these findings are supported by future research, the prediction of teaching effectiveness among mature women teachers will be a rhetorical issue.

Summary

Many mature women express doubts concerning their ability to compete academically with younger students. However, studies reveal that mature women perform at least as well, usually better, than younger women in undergraduate degree programs of study. Education is by far the most popular major for women. Many women transfer to education from their original curricula, with the result that more than 50 per cent of all bachelor's degrees awarded to women are in education. Humanities and the arts account for almost 20 per cent, with most of the other majors in the social sciences and health areas. Most college-age girls view teaching as a short-term occupation or as an insurance policy rather than
as a profession in which they will be employed for most of their lives. Education is the most popular major for mature women because of recent experiences with their own children and the feasible schedule provided by teaching.
CHAPTER BIBLIOGRAPHY


57. Swanson, E. O. and R. E. Berdie, "The Relation of the Minnesota College Statewide Program Test Scores to First Year Grade Point Averages in Minnesota Colleges and a Survey of Scholastic Aptitude in Minnesota Colleges," Research Bulletin, Office of the Dean of Students, University of Minnesota, Minneapolis, 1961.


CHAPTER III

PROCEDURES OF THE STUDY

In order to study the attitudes, interests, and personality characteristics of mature college women, women who were thirty-two years of age or older during the fall and spring semesters 1970-71 were selected as subjects. A questionnaire and three standardized instruments were administered to them. The methods and procedures used to collect and analyze the data will be described in this chapter.

Description of the Population

The subjects of this study were mature college women enrolled in undergraduate curricula in the university during the 1970-71 fall and spring semesters. Included in the population were both part-time and full-time students. Excluded from the study were all mature women enrolled in graduate curricula and all mature women who had obtained the baccalaureate degree but were enrolled in undergraduate curricula. The subjects were enrolled in the five schools and colleges of the university.

Development of the Questionnaire

The first consideration was the construction of a questionnaire, from which the basic data for the study were
received. A list of items concerning the unique educational needs of mature college women was developed from a survey of professional publications, current research, and authoritative opinion.

A tentative questionnaire form was sent to a panel of jurors for purpose of validation. The jury was composed of recognized authorities in the field of continuing education for women. Two jurors were deans of women in Texas universities; three jurors were either directors or assistant directors of programs of continuing education in Texas colleges or universities.

The questionnaire with an accompanying letter (see Appendix A ) was mailed to each of the five judges. They were requested to respond to the questionnaire by indicating whether they thought each item was valid for use in the study. None of the statements lacked a majority agreement on their acceptability. The wording of several statements was questioned, and one juror questioned the validity of subjects describing family attitudes toward attending college. However, all statements received a majority response. Three jurors recommended the deletion of different items but none of the jurors suggested the inclusion of any additional items.

After the validity of the questionnaire had been established, a reliability study was conducted by the test-retest method. The questionnaire was submitted twice to thirty-one mature college women, with an interval of three
weeks between administrations. Based on the first administration of the questionnaire, responses to the open-ended items (items number 46, 47, 49, 50, 52, 53, and 54) were classified according to the following categories:

(46) Are there any persistent problems related to handling and scheduling these responsibilities? Please explain:

0 = omitted
1 = no problems
2 = not enough time to do everything
3 = child care
4 = guilt feelings
5 = other (i.e., children's activities, scheduling)

(47) Which home responsibilities do you feel are most difficult since starting school?

0 = omitted
1 = general cleaning
2 = time for children
3 = child care
4 = meal preparation
5 = other (i.e., shopping, ironing, laundry)

(49) What is your major purpose in attending North Texas State University?

0 = omitted
1 = obtain a degree
2 = teach
3 = security
4 = self-fulfillment
5 = other (i.e., support children, supplementary income, prepare for career)

(50) What type of work (if any) do you plan to do when your education is completed?
0 = omitted
1 = teach
2 = none
3 = undecided
4 = other (i.e., graduate school, social work, librarian)

(52) What are the practical problems which you feel have arisen from your double responsibilities?
0 = omitted
1 = no real problems
2 = not enough time for family
3 = not enough time for household responsibilities
4 = fatigue
5 = other (i.e., social life, learning to leave things undone)

(53) Would you recommend that a woman go on to college?
Yes____No____If yes, before marriage____After marriage____

Why________________________________________________________

Before marriage:
0 = omitted
1 = too demanding regarding time
2 = too demanding regarding family
3 = to prepare for a career
4 = easier
5 = other (i.e., security, to cope with boredom)

After marriage:
0 = omitted
1 = insurance
2 = more mature
3 = other (i.e., boredom, death)

(54) How could the university serve you better as a mature woman student (schedules, counseling services, college facilities, or any other suggestions you may have?)

0 = omitted
1 = academic counseling
2 = personal counseling
3 = parking
4 = better attitudes and understanding
5 = other (i.e., scheduling, lockers, lounges)

The scores resulting from the first administration were correlated with those of the second administration. The obtained Pearson product moment correlation coefficient was .84. This exceeded the previously established standard of .60, and the questionnaire was therefore determined to be reliable.
Procedures for Collecting Data

An official list of all women enrolled in the university on the twelfth class day was obtained from the university computer center early during each of the fall and spring semesters, 1970-71. Selected from these lists were the names and major fields of study of all women who were or would become thirty two years of age or older during the 1970-71 academic year. A total of 269 subjects met these requirements for inclusion in the study. Data regarding the academic distribution of the subjects appear in Table I.

Permission was obtained from the Dean of Students and the Registrar to utilize their files for this study. The mailing addresses and telephone numbers of the subjects were obtained in the office of the Dean of Students. The class schedules, numbers of academic hours attempted and grade point averages were secured from the records in the Registrars' office. The total number and percentage of returned forms by part-time and full-time subjects in each major field of study is reported in Table II.

The subjects were contacted by several methods. Professors in the various schools and colleges of the university were asked to assist in the collection of data. The professors were asked to give sealed envelopes containing the forms to mature women who were enrolled in their classes. An accompanying letter (see Appendix A) asked these subjects to return the completed forms to the professor. A total of
<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Business Enrolled</th>
<th>College of Education Enrolled</th>
<th>College of Education Enrolled</th>
<th>School of Home Economics Enrolled</th>
<th>School of Music Enrolled</th>
<th>School of Music Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>3</td>
<td>Banking</td>
<td>1</td>
<td>Sec. Ed.</td>
<td>3</td>
<td>Music</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0</td>
<td>Bus. Ed.</td>
<td>7</td>
<td>Undesignated</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>0</td>
<td>Gen. Bus.</td>
<td>2</td>
<td>Health &amp; P. E.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>11</td>
<td>Insurance</td>
<td>0</td>
<td>Ind. Arts</td>
<td>0</td>
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</tr>
<tr>
<td>French</td>
<td>2</td>
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<tr>
<td>Geography</td>
<td>2</td>
<td>Marketing</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
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<td>1</td>
<td>Sec.arial</td>
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</tr>
<tr>
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<td></td>
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<tr>
<td>Service</td>
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<tr>
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<td></td>
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</tr>
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<tr>
<td>Spanish</td>
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<td></td>
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</tr>
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<td>undecided</td>
<td>11</td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
115 subjects were contacted by this method. One hundred eighty-four, or 91 per cent, of the subjects returned the completed forms to professors.

**TABLE II**

**DISTRIBUTION OF SUBJECTS BY PART-TIME AND FULL-TIME ENROLLMENT, BY MAJOR FIELDS OF STUDY, WITH TOTAL NUMBERS AND PERCENTAGES OF FORMS RETURNED**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Part-time</th>
<th></th>
<th>Full-time</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sci.</td>
<td>42</td>
<td>22</td>
<td>51</td>
<td>35</td>
<td>69</td>
<td>93</td>
</tr>
<tr>
<td>College of Business</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>100</td>
<td>17</td>
</tr>
<tr>
<td>College of Education</td>
<td>48</td>
<td>31</td>
<td>64</td>
<td>94</td>
<td>78</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>1/22</td>
<td>109</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Home Econ.</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Music</td>
<td>7</td>
<td>2</td>
<td>29</td>
<td>4</td>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>4</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>62</td>
<td>57</td>
<td>160</td>
<td>122</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>269</td>
<td>134</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subjects who could not be contacted during class periods were contacted by telephone and by mail. An introductory post card (see Appendix A) was mailed to the subjects informing them of the study and requesting their cooperation. One week later the subjects were contacted by telephone and if they agreed to participate in the study, forms were mailed to these subjects. One hundred twenty five envelopes containing the forms were mailed. An additional post card (see Appendix A) was mailed after a three-week interval to those subjects who had not returned the forms. Those subjects who had not returned the forms after this follow-up were again contacted by telephone and asked to return the materials. A total of eighty, or 64 per cent, of the 125 women contacted by mail and telephone returned the completed forms.

The methods of distribution of forms and the total number and per cent of returned materials are presented in Table III.

**Table III**

**Number and Percentage of Returned Materials by Method of Distribution**

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Number</th>
<th>Total Return</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>115</td>
<td>104</td>
<td>91</td>
</tr>
<tr>
<td>Mail</td>
<td>125</td>
<td>80</td>
<td>64</td>
</tr>
<tr>
<td>Unable to participate</td>
<td>8</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td>Unable to contact</td>
<td>21</td>
<td>..</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
<td>104</td>
<td>66</td>
</tr>
</tbody>
</table>
An inspection of Table III reveals that returns ranged from 64 per cent to 91 per cent, in terms of the manner of distribution, with a total return of 68 per cent.

Instruments

The Edwards Personal Preference Schedule (hereafter referred to as EPFS) is a personality inventory designed to measure fifteen manifest needs selected from Murray's (9) need system. The needs as identified in the test manual (4) are (1) Achievement, (2) Deference, (3) Order, (4) Exhibition, (5) Autonomy, (6) Affiliation, (7) Intraception, (8) Succorance, (9) Dominance, (10) Abasement, (11) Nurturance, (12) Change, (13) Endurance, (14) Heterosexuality and (15) Aggression. Each of these needs is fully defined in Appendix C.

The EPFS was constructed through the use of the paired comparison method (13). Each of the fifteen needs was represented by nine items. The nine items for each need were paired with items from the other needs that had previously been assigned similar social desirability ratings.

The median split-half reliability coefficient corrected by the Spearman-Brown formula and based on 1,509 subjects in the normative group is .73. The range of coefficients was .60 to .87. With a one-week interval between testing and retesting, a median reliability coefficient of .83 was obtained (3, p. 219).
Ratcliffe (10) and Striker (13) in the Sixth Mental Measurements Yearbook state that although the EPFS may have limitations as a counseling instrument, it should be regarded primarily as a research tool. It is suggested that the EPFS may prove very helpful in personality-oriented research.

Several recent studies indicate the value of the EPFS as a research instrument. Bay (2) evaluated two personality tests (California Psychological Inventory and EPFS) designed to assess college students' academic motivation and need for achievement. Bay concluded that the EPFS achievement scale was the most promising personality scale of those studied for predicting college grade point averages. Scandrette (12) and Gardner (?) have reported investigations relative to the validity of the EPFS scales. These researchers substantiate the importance of the EPFS as a research instrument.

Normative data for the EPFS have been developed for two groups of students: college students, and adults who were household heads in the United States. The college sample is composed of high school graduates who had some college training. The sample consists of 749 college women. Only 6 per cent of the college women in the normative sample were thirty years of age or older (4, p. 19).

The Study of Values, developed by Gordon Allport, Philip Vernon and Gardner Lindzey, is designed to measure six value dimensions or motives in personality. These values are (1) Theoretical, (2) Economic, (3) Aesthetic, (4) Social, (5) Political (6) Religious.
Test-retest reliabilities range from .70 to .90, with the exception of one score, the social, which is reported by several investigators and by the authors as being of doubtful meaning and stability (8, p. 200). Validity, as indicated by ratings, correlations with other tests, and differentiation of various academic and occupational groups, is fairly good. The test scores have been shown to be related to the field of college work, nature of the college itself, stated occupation, sex, religious affiliation, and various patterns of vocational interest as measured by the Strong Vocational Interest Blank and other vocational interest tests. It is described as being one of the few structured personality devices having considerable value (8, p. 200).

The Study of Values was standardized on 8,369 college students, most of whom were attending liberal arts colleges. Means and standard deviations are provided for 1,289 college women (1, p. 12). In addition, special norms are provided for various occupational groups.

The Strong Vocational Interest Blank (hereafter referred to as SVIB) was first published in 1927 and has become a widely respected instrument (5, p. 182). The women's form of the instrument was first published in 1933 and was last revised in 1959. It contains fifty-eight categories which are arranged in eleven groups.

The SVIB is the only major interest inventory containing different types of item formats. The inventory contains 396
items, the vast majority of which are answered "like," "dislike," or "indifferent." Other groups contain items which require the individual to indicate preference for certain vocational activities, to compare interest between two items, and to rate abilities and characteristics (5, p. 182). Furst (6) states that most of the items elicit attitudes about a variety of stimuli not primarily vocational in content. The items are of the type that could just as well appear on a personality inventory. Therefore, it is not surprising that the scores show a high retest consistency in late adolescence and adulthood. Furst (6) also reports that high and low scores on many scales correlate with outside ratings of personality.

The SVIB is a solidly based but rather complex interest inventory suitable mainly for older adolescents and adults. It may be used with adolescents of fourteen or fifteen but is primarily used with college students and adults (6, p. 1305). Furst (6) concludes that the SVIB is preferable to the Kuder Vocational for surveying interests.

The SVIB has several types of scales: Basic Interest Scales, Occupational Scales, Non-occupational Scales, and Administrative Indices. Campbell (3) reports that historically, the Occupational Scales came first, and they remain the bulwark of the SVIB system.

The Occupational Scales were developed by contrasting the SVIB responses of women in a specified occupation (the criterion
sample) with a group of women-in-general, a sample of women from many diverse occupations. For the SVIB Occupational Scales, the members of the criterion group were used to establish the norms. Raw scores were converted to a distribution of standard scores with a mean of fifty and a standard deviation of ten.

An individual's SVIB Occupational Scale scores are normally reported on especially devised profile forms. Letter ratings, e.g., A, B+, B, B-, and C, are also used to make interpretation easier. The letter rating A is considered "high," while C ratings are considered "low."

Procedures for Treating Data

Data obtained from all questionnaire returns and testing instruments were classified and computed on the basis of the formulated questions. The basic statistical computations in this study were computed on the IBM computer at the computer center at the university.

Interests, personality characteristics, and values were categorized according to major fields of study. Means and standard deviations were reported. Fisher's t-test was utilized to determine the significance of difference between the mean scores obtained by the publishers' normative samples on the EPFS and the Study of Values and the mean scores of the subjects of this study. Standard scores obtained on the SVIB were transferred to letter ratings and the letter ratings on the Occupational Scales were reported.
The fact that mean scores obtained by mature women on two of the standardized instruments (L.P.3 and Study of Values) were compared to mean scores obtained by college women on the publishers' normative sample deserves special comment. The college normative sample means were selected for two major reasons: it was assumed that the majority of subjects of this study were neither household heads nor members of occupational groups, therefore use of these normative group means would seem inappropriate; also, the subjects of this study are college students whose ages differ from those in both normative samples. Therefore, it would appear to be of value to the college counselor to have information pertaining to whether the need and value patterns of mature college women differ from the need and value patterns of college age women.

It is reasonable to assume that many of the subjects of this study were returning to college in order to be prepared to enter an occupation. It would also be reasonable to assume that the subjects selected major fields of study for preparation for future employment. For these assumed reasons, and because the Occupational Scales are the bulwark of the AVA, the subjects' letter ratings on the Occupational Scales were reported.

Pearson's product moment correlation coefficient was utilized to determine what degree of relationship existed between marital status and part-time and full-time enrollment, ages of children and part-time and full-time enrollment.
family attitudes and part-time and full-time enrollment, and educational background of the husbands' and the husband's attitudes toward continuing education. Thereafter, an appropriate table was consulted to determine the significance of the difference of $r$ from .00 in each of the above relationships.

Data pertaining grade point averages were categorized according to the following age intervals: 32-36, 37-41, 42-46, and 47 and older.

Mean grade point averages were computed for each age group. An analysis of variance was utilized to test the significant differences for grade point averages among the age groups. Where significant $f$ values were found, the Scheffe test was utilized to determine which group means differed significantly.

Data pertaining to motivations for attending college, age, family attitudes, implications for facilitating education, employment patterns, and ethnic groups were reported in percentage form. Data for these categories were also reported according to major fields of study.

The formulas used in the computation of Fisher's $t$, the Pearson product moment correlation coefficient, significance of $r$, analysis of variance, and the Scheffe test were the standard formulas used at the computer center and were taken from Roscoe (11). Following the statistical computations, the data were entered into tables for clarity of presentation.
The analysis of the data, tables, implications, conclusions, and recommendations are presented in the following chapters.

Summary

A questionnaire constructed to gather personal and family data, family attitudes regarding continuing education, and suggestions for ways in which North Texas State University could better serve mature college women was administered to 184 mature women enrolled in the university. Three standardized instruments, the Strong Vocational Interest Inventory, the Edwards Personal Preference Schedule, and the Study of Values were also administered. The composition of the subjects studied and the nature of the instruments used were treated in this chapter.

The procedures for collecting and for treating the data were also described. Fisher's t tests were computed for testing the significance of differences between the means obtained by the subjects of this study and two test publishers' normative sample means. Analysis of variance followed by the Scheffe test were computed to determine the significance of difference in grade point averages between the age groups. Pearson product moment correlation coefficients and percentages were also utilized in the treatment of data.


CHAPTER IV

PRESENTATION OF THE DATA

The purpose of this study was to describe and analyze certain attitudes, interests, motives, and personality characteristics of mature college women. In order to conduct this study, a questionnaire and three standardized instruments were administered to 184 mature college women. An analysis of the data, together with a discussion of the results, is presented below. The questions developed in the purpose of the study will be restated and the findings presented. Those findings pertaining to attitudes, interests, and personality characteristics will be the results of data obtained from the three standardized instruments. All other findings are obtained from the questionnaire.

Questions 1 and 2

What are the interests of mature college women? Do the scores on the Strong Vocational Interest Blank substantiate the selection of major fields of study?

The scores on the Occupational Scales of the Strong Vocational Interest Blank are presented according to the recommendation of Strong (10), who devised a system of letter ratings to facilitate interpretation of the scales. The letter
ratings, which correspond to the mean scores (see Appendix C) are as follows: A=45 and above, B+=40-44, B=35-39, and C= below 29.

An interpretation of these letter ratings is based on descriptions, offered by Campbell (3). The descriptions are as follows: A—the person has interests similar to those of people successfully engaged in that occupation and would probably enjoy that work, B+, B, or B— the person probably has those occupational interests but the interests are not as pronounced as those who obtained an A rating, and C indicates little if any interest in the occupation. The obtained letter ratings of the subjects in the various schools and colleges of the university are presented in Table IV. The abbreviations, which correspond to the major fields of study, are as follows: A-S=College of Arts and Sciences, Bus.=College of Business, Ed.=College of Education, and Mus.=School of Music. Only one subject enrolled in the School of Home Economics completed this instrument. The letter ratings for that subject have been omitted from Table IV, however standard scores are presented in Table XVII (see Appendix C).

The data reported in Table IV became more meaningful when considering the labels assigned the various occupational groups. The labels assigned by Campbell (3) are as follows: I=Music/Performing, II=Art, III=Verbal, Linguistic, IV=Social Service, V=Verbal, Scientific, VI=Scientific, VII=Military/Managerial, VIII=Business, IX=Home Economics, X=Health-Related Services, and XI=Nonprofessional.
TABLE IV

LETTER RATINGS ON THE OCCUPATIONAL SCALES OF THE STRONG VOCATIONAL INTEREST BLANK BY MAJOR FIELD OF STUDY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I Music teacher</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>B-</td>
</tr>
<tr>
<td>Entertainer</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Musician performer</td>
<td>B</td>
<td>C</td>
<td>E-</td>
<td>E+</td>
</tr>
<tr>
<td>Model</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>B-</td>
</tr>
<tr>
<td>II Art teacher</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Artist</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>III Newswoman</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>English teacher</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Language teacher</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>IV YWCA staff member</td>
<td>B</td>
<td>B-</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>Recreation leader</td>
<td>B</td>
<td>B</td>
<td>E</td>
<td>B+</td>
</tr>
<tr>
<td>Dir., Christ. educ.</td>
<td>C</td>
<td>C</td>
<td>B-</td>
<td>B-</td>
</tr>
<tr>
<td>Nun-teacher</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Guidance counselor</td>
<td>B</td>
<td>B-</td>
<td>E</td>
<td>B-</td>
</tr>
<tr>
<td>Soc. sci. teacher</td>
<td>B</td>
<td>B-</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>Social worker</td>
<td>B-</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>V Speech. pathologist</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>B-</td>
</tr>
<tr>
<td>Psychologist</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Librarian</td>
<td>B+</td>
<td>B-</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Translator</td>
<td>B-</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>VI Physician</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Dentist</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Medical technologist</td>
<td>C</td>
<td>B-</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Chemist</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Mathematician</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Computer programmer</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
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</tbody>
</table>
### TABLE IV—Continued

<table>
<thead>
<tr>
<th>Strong Occupational Scales</th>
<th>A-S (N=97)</th>
<th>Bus. (N=12)</th>
<th>Ed. (N=105)</th>
<th>Mus. (N=4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math-science teacher</td>
<td>C</td>
<td>B+</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Engineer</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>VII Army-enlisted</td>
<td>C</td>
<td>B+</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Navy-enlisted</td>
<td>C</td>
<td>B</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Army-officer</td>
<td>B</td>
<td>B+</td>
<td>C</td>
<td>B-</td>
</tr>
<tr>
<td>Navy-officer</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>VIII Lawyer</td>
<td>B</td>
<td>B-</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Accountant</td>
<td>C</td>
<td>B+</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Bankwoman</td>
<td>C</td>
<td>A</td>
<td>B-</td>
<td>B-</td>
</tr>
<tr>
<td>Life ins. underwriter</td>
<td>B-</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Buyer</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Bus, ed. teacher</td>
<td>C</td>
<td>B+</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>IX Home ec. teacher</td>
<td>C</td>
<td>C</td>
<td>B-</td>
<td>B-</td>
</tr>
<tr>
<td>Dietitian</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>X Physical ed. teacher</td>
<td>B-</td>
<td>B-</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Occupational therapeut.</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B+</td>
</tr>
<tr>
<td>Physicist therapeut.</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>Public health nurse</td>
<td>B-</td>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Registered nurse</td>
<td>B-</td>
<td>C</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>Lic. practical nurse</td>
<td>B-</td>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Radio tech.</td>
<td>C</td>
<td>B-</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Dental assistant</td>
<td>C</td>
<td>B</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>XI Executive housekeeper</td>
<td>B-</td>
<td>B</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>B</td>
<td>A</td>
<td>B-</td>
<td>B+</td>
</tr>
<tr>
<td>Secretary</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td>B+</td>
</tr>
<tr>
<td>Saleswoman</td>
<td>C</td>
<td>B</td>
<td>B-</td>
<td>C</td>
</tr>
<tr>
<td>Telephone operator</td>
<td>B-</td>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Instru. assembler.</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Sew. mach. operator</td>
<td>C</td>
<td>B-</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>Beautician</td>
<td>C</td>
<td>B-</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td>Airline stewardess</td>
<td>C</td>
<td>B</td>
<td>B</td>
<td>B-</td>
</tr>
</tbody>
</table>

An interpretation of the interest patterns of mature women enrolled in the College of Arts and Sciences seems both
difficult and tenuous. Eleven different major fields of study were grouped together for presentation in this category, which possibly accounts for the low letter ratings. Letter ratings of B were obtained in the Verbal-Linguistic category, possibly because of the interests of the English and various foreign language majors. A majority of B ratings were also obtained in the Social Service and Verbal-Scientific categories, which is possibly an indication of the interests of those subjects majoring in the Social Sciences. As a group, the subjects in the College of Arts and Sciences reported little interest in the Scientific and Business categories.

Strong (10) maintained that "Business" is a very broad term as far as interests are concerned. Well-organized business activities and interests are represented in many of the Occupational Scales; consequently Strong suggested that "Business" be subdivided in terms of accounting, selling, advertising, or possibly in terms of a list of activities associated with different areas in this category. However, an examination of Table IV would indicate that those subjects who selected majors in the College of Business had interests associated with "Business" occupations.

Those subjects who were majoring in business obtained either B or B+ letter ratings on the Military/Managerial scales. Two A ratings were obtained by business majors: Bankwoman, and Secretary. Only one C rating was obtained in the Business category--on the Buyer scale.
An interpretation of the interest patterns of teachers, or students who major in education, should be approached with caution. After decades of research concerning the interests of teachers, Strong (10) concluded that an interest in "teaching," like an interest in "Business," is less significant than interest in a specific kind of teaching or business. Whatever one may wish to believe regarding the proper function of teaching, according to Strong, it must be recognized that the teachers of mathematics and science have interests that are quite distinct from those of the social sciences. Therefore, the theory upheld by many educators that teachers should be interested in teaching young people first and only secondarily interested in subject matter may be a worthy ideal, but it is not consistent with research associated with the Strong Vocational Interest Blank. Therefore, the interests of teachers, or future teachers, should be considered in terms of the subjects they teach, or intend to teach, not with respect to the function of teaching.

Table IV includes the interest patterns of subjects who were majoring in elementary education, in secondary education, and in physical education. The only A rating was on the Elementary Teacher scale, which seems reasonable because seventy-five of the 105 education majors were elementary education majors. Letter ratings of B or B- were reported for the group on the Home Economics and Health-Related scales.

The highest letter ratings obtained by the subjects majoring in music were those associated with the Music/Performing occupational group, although no A rating was obtained for the group.
Low interest patterns were reported for the Art, Verbal-Scientific, Scientific, Military/Managerial, and Business categories. Only one D- was obtained in each of these categories; all other letter ratings were C, which indicates no interest in these areas.

Interpretation of the data in Table IV would indicate that letter ratings obtained on the Occupational Scales of the Strong Vocational Interest Blank do, in general, substantiate the selection of major fields of study. This interpretation is especially suspect regarding those subjects enrolled in the College of Arts and Sciences, however, because of the numerous major fields of study categorized in this area. Letter ratings obtained in the other fields of study, i.e., Business, Education, and Music, did seem to indicate that the subjects of this study probably had interests similar to those of people successfully engaged in the occupations in those categories.

Question 3

What are the values of mature college women?

The Study of Values was administered to the subjects of this study in order to obtain a description of the values of mature college women. In order to determine significance of differences between mean scores obtained by the subjects of this study and mean scores obtained by the publisher’s normative sample, $t$ ratios were computed. The results of these tests of significance are presented in Table V.
Table V

Significance of Differences between Mean Scores of Nature College and Publisher's Normative Sample on the Study of Values

<table>
<thead>
<tr>
<th>Scale</th>
<th>Nature Women (N=133)</th>
<th>Publisher's Normative Sample (N=1209)</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious</td>
<td>47.26</td>
<td>43.81</td>
<td>8.621</td>
<td>.001*</td>
</tr>
<tr>
<td>Theoretical</td>
<td>37.90</td>
<td>35.75</td>
<td>6.234</td>
<td>.001*</td>
</tr>
<tr>
<td>Aesthetic</td>
<td>40.60</td>
<td>42.67</td>
<td>7.607</td>
<td>.001**</td>
</tr>
<tr>
<td>Economic</td>
<td>36.21</td>
<td>37.87</td>
<td>4.663</td>
<td>.001**</td>
</tr>
<tr>
<td>Political</td>
<td>36.96</td>
<td>37.84</td>
<td>2.997</td>
<td>.01**</td>
</tr>
<tr>
<td>Social</td>
<td>41.04</td>
<td>42.03</td>
<td>2.852</td>
<td>.01**</td>
</tr>
</tbody>
</table>

*Significantly higher.

**Significantly lower.

A cautious interpretation of the data in Table V is necessary even though statistically significant differences were obtained. The large number of subjects in each sample resulted in a small standard error of the mean. Even though the mean differences were small, they were statistically significant.

Nature college women obtained significantly higher mean scores on the religious and Theoretical scales. A t of 8.621 on the religious scale and a t of 6.234 on the Theoretical scale were both significant beyond the .001 level of confidence.

Nature college women obtained significantly lower mean scores on the Economic, Aesthetic, Social, and Political scales. A t of 4.663 on the Economic scale and a t of 7.607 on the...
Aesthetic scale were significant beyond the .001 level of confidence. A t of 2.852 on the Social scale and a t of 2.997 on the Political scale were significant beyond the .01 level of confidence.

As a group, the subjects of this study appeared to value religion, or the ideals of unity and understanding of the universe, more than any of the values investigated. The high Religious score could possibly be explained in two ways: the subjects are possibly retaining their middle-class cultural values, a part of which is probably religious heritage. Also, religious concerns tend to increase with advancing age, and the majority of the subjects were older than those in the normative sample.

Mature college women also seem to value the discovery of truth, observation, and reason. Mean scores on the Theoretical scale were the second highest obtained scores. A possible explanation for the high Theoretical scores is that many of the subjects, for several years, had been dealing with the day-to-day responsibilities and demands of homemaking and child-rearing. Preoccupation with these domestic responsibilities could possibly have intensified a value for truth, observation and reason, or these values could possibly have always been present.

As a group, the subjects of this study apparently placed relatively low value on concerns associated with the Aesthetic, Economic, Political, and Social values. Mature college women scored significantly lower than the normative sample on each of these scales.
The aesthetic attitude is, according to Allport (1, p. 4), diametrically opposed to the theoretical attitude. Mature college women apparently were more interested in diversity, reason, and discovery than in the artistic appreciation of form and beauty. As reported in Table V, significantly higher mean scores were obtained on the Theoretical scale and significantly lower mean scores were obtained on the Artistic scale.

Low scores on the Economic scale possibly reflect a lack of interest in practical and useful matters. These low scores could possibly be explained because mature women, especially if they had devoted a period of their lives to home and children, were now more interested in other areas, such as diversity, discovery, and questioning.

The significantly low mean scores on the Political scale would indicate that this group of mature women were not concerned with power, competitive struggle, a desire to influence and persuade others, nor with political ideals. The apparent low value of competitive struggle is difficult to explain, because many of the women reported on the questionnaire a desire to return to college even though they suspected the competition would present problems.

As a group, the subjects of this study did not appear to value those social concerns associated with "altruistic or philanthropic aspects of love" (1, p. 5). It would seem that because the majority of the women of this study plan to become
teachers they would have a love for people and a value for altruism. There is the possibility, however, that mature women are more interested in helping people become independent than in continuing to minister to a few persons (i.e., husband and children).

**Question 4**

**What are the personality characteristics of mature college women?**

The Edwards Personal Preference Schedule was administered to the subjects of this study in order to ascertain certain personality characteristics of mature college women. In order to determine significance of differences between mean scores obtained by the subjects of this study and the mean scores obtained by the publisher's normative sample, t ratios were computed. The results of these tests of significance are presented in Table VI.

The forced-choice format of the Edwards Personal Preference schedule should be kept in mind when interpreting the data in Table VI. It should also be noted that the means for the publishers' normative sample and the mature women fell within a very few points of each other even though the differences were statistically significant.

Mature college women obtained significantly higher mean scores than the normative sample on the following scales: order, achievement, order, introspection, reference, and
TABLE VI

SIGNIFICANCE OF DIFFERENCES BETWEEN MEAN SCORES OF MATURE WOMEN AND PUBLISHER'S NORMATIVE SAMPLE ON THE EDWARDS PERSONAL PREFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mature Women (N=132)</th>
<th>Publisher's Normative Sample (N=749)</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endurance</td>
<td>15.53</td>
<td>12.63</td>
<td>22.85</td>
<td>.001*</td>
</tr>
<tr>
<td>Achievement</td>
<td>15.44</td>
<td>13.08</td>
<td>19.34</td>
<td>.001*</td>
</tr>
<tr>
<td>Order</td>
<td>11.47</td>
<td>10.24</td>
<td>10.60</td>
<td>.001*</td>
</tr>
<tr>
<td>Intracension</td>
<td>18.35</td>
<td>17.32</td>
<td>9.26</td>
<td>.001*</td>
</tr>
<tr>
<td>Deference</td>
<td>13.37</td>
<td>12.40</td>
<td>7.66</td>
<td>.001*</td>
</tr>
<tr>
<td>Change</td>
<td>16.53</td>
<td>17.20</td>
<td>3.66</td>
<td>.001*</td>
</tr>
<tr>
<td>Abasement</td>
<td>13.19</td>
<td>15.11</td>
<td>13.56</td>
<td>.001**</td>
</tr>
<tr>
<td>Exhibition</td>
<td>13.06</td>
<td>14.28</td>
<td>9.49</td>
<td>.001**</td>
</tr>
<tr>
<td>Heterosexuality</td>
<td>12.88</td>
<td>14.34</td>
<td>8.87</td>
<td>.001**</td>
</tr>
<tr>
<td>Autonomy</td>
<td>11.53</td>
<td>12.29</td>
<td>6.26</td>
<td>.001**</td>
</tr>
<tr>
<td>Succorance</td>
<td>11.62</td>
<td>12.53</td>
<td>5.47</td>
<td>.001**</td>
</tr>
<tr>
<td>Dominance</td>
<td>13.52</td>
<td>14.16</td>
<td>4.72</td>
<td>.001**</td>
</tr>
<tr>
<td>Aggression</td>
<td>10.13</td>
<td>10.59</td>
<td>4.33</td>
<td>.001**</td>
</tr>
<tr>
<td>Affiliation</td>
<td>16.92</td>
<td>17.40</td>
<td>3.22</td>
<td>.01**</td>
</tr>
<tr>
<td>Nurturance</td>
<td>16.74</td>
<td>16.42</td>
<td>.87</td>
<td>NS</td>
</tr>
</tbody>
</table>

*Significantly higher
**Significantly lower

Change. An examination of Table VI indicates that t ratios for each of these scales were significant beyond the .001 level of confidence.

Mature college women obtained significantly lower mean scores than the normative sample on the following scales: Abasement, Exhibition, Heterosexuality, Autonomy, Succorance, Dominance, Aggression, and Affiliation. Table VI indicated that
t ratios for these scales were significant beyond the .001 level of confidence. A \( t \) of 3.22 on the Affiliation scale was significant beyond the .01 level of confidence.

Mean scores (\( t = 22.85 \)) on the Endurance scale were the highest obtained by the subjects of the study. These subjects were apparently characterized by a need to work hard, to remain at a job until it is completed, and to persist even though obstacles are formidable. The high endurance needs seem reasonable when other information regarding these subjects is considered. The majority of the subjects had children, performed most of their household responsibilities, and commuted to the university. Also, many of the subjects had been attending college for years, being able to complete only two or three courses per semester. It would seem that these women need to "keep at" an education until it is completed.

Mean scores (\( t = 19.34 \)) on the Achievement scale were the second highest obtained by the subjects of this study. These high scores can possibly be better understood if other factors associated with the achievement needs of women are considered. It is generally accepted that many women channel achievement needs into the more "acceptable" female outlets—marriage and a family. The results of the high scores on the Achievement scale seem to indicate that these subjects were no longer seeking outlets for their achievement needs through the accomplishments of their husbands and children. It would seem that this group
of women were attempting to satisfy those needs more directly through their own accomplishments.

As a group, the subjects of this study apparently had a high need for order. Mean scores (t=10.60) on the Order scale were the third highest obtained by the subjects. This need was also reported on the questionnaire by many of the women. They reported a desire to keep their homes well organized and meals served on time. Many women reported they had definite hours for cleaning, shopping, and studying. It seems reasonable that the need for order would be greater for mature college women than for college-age girls.

Mean scores (t=9.26) on the Intracception scale were the fourth highest obtained by the subjects. These women apparently had a need to know intellectually and to understand. The subjects of this study seemed to need to understand how others felt about problems and they were apparently intracceptive toward their own motives and behaviors.

The significantly high Deference score (t=7.66) would indicate a reliance on others for approval, and could be interpreted as a dependency need. In today's society girls and women are probably rewarded for dependency behavior, while independence is stressed more for boys and men. It is possible that these women became dependent on their husbands. However, it is also possible that these subjects could have delayed or postponed satisfaction of their own psychological needs because of the needs of their families. Many women reported or
the questionnaire that although their education had been sus-
pended for several years, they always hoped to return to school
when family considerations made the return possible.

The significantly low Change scores (t=3.64) are possibly
difficult to explain. Many of the subjects had been restricted
to child-rearing and household responsibilities for several
years. Therefore, a high need for novelty and change in daily
routines would seem reasonable.

The significantly low Abasement scores (t=13.56) would
indicate that the subjects had relatively low needs for guilt
feelings regarding their behavior. These women apparently did
not have a need to "... be punished for wrong doing, to
feel better when giving in and avoiding a fight than when
having one's own way, to feel the need for confession of errors,
to feel depressed by inability to handle situations..." (4, p. 11). These results are difficult to interpret because
many women reported on the questionnaire that they felt guilty
because they were rejecting the accepted "domestic" role.

The subjects of this study seemed to have a low need for
exhibition. The significantly low exhibition scores (t=9.49)
would indicate little need to be the center of attention and
comment.

The subjects of this study scored significantly lower
than the normative sample on the Heterosexuality scale (t=3.87).
This low score apparently means that mature college women did
not have a high need for heterosexual relationships. However, all but two of the subjects either were, or had been, married. Therefore, it is possible that the marriage situation helped meet this need for these subjects.

The significantly low scores on the Autonomy scale \( (t=6.26) \) would indicate dependence and reliance on others. It is possible that mature women, especially those who had a husband and children, had deferred to the responsibilities associated with domesticity and child-rearing, and therefore had lower needs associated with decision making and independence. It is also possible that cultural factors could account for the significantly low Autonomy need.

The subjects of this study apparently had low needs for affection and acceptance. The significantly low Succorance scores \( (t=5.47) \) would indicate low needs in the areas of having others provide help and encouragement. However, this result is difficult to interpret when responses on the questionnaire are considered. A majority of the subjects requested that the university provide more academic and personal counseling. The low Succorance scores might be interpreted as an indication that husbands and children have partially met the affection and acceptance needs.

Mature college women obtained significantly lower mean scores \( (t=4.72) \) on the Dominance scale than the normative sample. These low scores suggest that the subjects' needs are not for being decisive, persuasive, and dominating. It is
possible that cultural factors could, in part, account for low dominance needs. It seems reasonable to infer that the husbands of these women had assumed many of the decision-making responsibilities.

Mature college women obtained significantly lower mean scores (t=4.33) on the Aggression scale than the normative sample. These low scores would indicate low needs to "... attack contrary points of view, to tell others what one thinks about them, to criticize others publicly ..." (4, p. 11). It is possible that the low aggression needs could be explained by cultural factors, since it is generally agreed that aggression is a more favorable characteristic of men than women. It is possible that these women would have felt uncomfortable displaying openly aggressive or dominate behavior, since this is often in direct contradiction to the accepted feminine role.

Mature college women obtained significantly lower mean scores (t=3.22) on the Affiliation scale than the normative sample. These low scores would indicate that mature women do not have high needs to "... be loyal to friends, to do things for friends, to form new friendships, to form strong attachments..." (4, p. 11). It is possible that because of the age of the subjects these needs have been partially met. It is also reasonable to assume that marriage and motherhood could partially account for the low affiliation needs.
Question 5

What are the motivations of these women for attending college? The subjects were not limited to a single response on the questionnaire item and most of them listed several reasons for returning to college. Table VII summarized the motivations of the subjects for attending college.

**TABLE VII**

<p>|MOTIVATIONS OF MATURE WOMEN FOR ATTENDING COLLEGE BY MAJOR FIELD OF STUDY WITH TOTAL NUMBERS, AND PERCENTAGE|
|-----------------|---|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Motivations</th>
<th>A-S</th>
<th>Sus.</th>
<th>Ed.</th>
<th>E.E.</th>
<th>Sus.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain a degree</td>
<td>27</td>
<td>9</td>
<td>65</td>
<td>2</td>
<td>4</td>
<td>107</td>
</tr>
<tr>
<td>Self-fulfillment</td>
<td>32</td>
<td>4</td>
<td>30</td>
<td>3</td>
<td>4</td>
<td>66</td>
</tr>
<tr>
<td>Teach</td>
<td>2</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>3</td>
<td>47</td>
</tr>
<tr>
<td>Gain employment</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Enter grad. sch.</td>
<td>12</td>
<td></td>
<td>2</td>
<td></td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Support, educate</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>children</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Security</td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Ins. policy</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Example to child.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>39</td>
<td>20</td>
<td>164</td>
<td>3</td>
<td>8</td>
<td>284</td>
</tr>
</tbody>
</table>

An inspection of Table VII discloses that more than half (58 per cent) of the subjects indicated they were returning to school in order to obtain a degree, but most of the subjects reported other reasons in addition to the desire to obtain the degree. Sixty six, or 36 per cent, reported self-fulfillment was an important reason. Forty seven, or 26 per cent, replied
that they were attending school in order to be able to teach. Other reasons for returning to college were: gain employment, fulfill requirements to enter graduate school, support and educate children, as an "insurance policy", security, supplementary income, and to be a good example to children.

Some of the typical reasons for attending college were as follows:

So that I can hold a responsible job, preferably a teaching position. It is a good insurance policy.

To learn as much as possible.

To earn a degree in education so I can teach school.

To obtain a degree and for security.

To obtain a degree. I missed the mental stimulation of college.

I want to get my B.A. and then go on for a Masters in Psychology.

Question 6

What are the attitudes of the students' respective families regarding their dual role of student and homemaker?

The subjects were asked to indicate how they perceived the attitudes of husbands, other family members, and friends concerning their returning to school. The five attitudinal categories were supportive, encouraging, tolerant, discouraging, and opposed. The perceived attitudes are presented in Table VIII.

The husbands of the subjects were perceived to be the major source of support and encouragement. Almost two-thirds of the


<table>
<thead>
<tr>
<th>Relationship to Student</th>
<th>College of Arts and Sciences</th>
<th>College of Business</th>
<th>College of Education</th>
<th>School of Home Economics</th>
<th>School of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Husband</td>
<td>49</td>
<td>21</td>
<td>16</td>
<td>2</td>
<td>57</td>
</tr>
<tr>
<td>Children</td>
<td>40</td>
<td>25</td>
<td>10</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>Mother</td>
<td>35</td>
<td>33</td>
<td>25</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Father</td>
<td>37</td>
<td>52</td>
<td>11</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Mother-in-law</td>
<td>32</td>
<td>40</td>
<td>16</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>Father-in-law</td>
<td>34</td>
<td>56</td>
<td>23</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>Friends</td>
<td>32</td>
<td>38</td>
<td>16</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

*These percentages were based upon the number of women who responded to each category.*
husbands were perceived as supportive toward their efforts to go on to school. Approximately one-third of the husbands were perceived as encouraging. Questionnaire information indicated only two husbands were discouraging and one husband was perceived as opposed to his wife continuing her education.

The children of the subjects', while not as supportive as the husbands, were perceived to have favorable attitudes toward their mothers' returning to college. An inspection of Table VIII indicates that a small per cent of subjects enrolled in the College of Arts and Sciences perceived their children's attitudes as discouraging. The subjects enrolled in the other fields of study perceived their children's attitudes as either supportive, encouraging, or tolerant.

It can be seen in Table VIII that the attitudes of mothers, fathers, mothers-in-law, fathers-in-law, and friends were generally perceived as encouraging toward continuing education. However, several subjects enrolled in the College of Business reported on the questionnaire that friends could not understand why they were returning to college—these friends' attitudes were perceived as hostile.

Question 7

What are the implications for facilitating the education of mature women at this university?

Twenty-three women did not respond to this questionnaire item, and ten women responded with positive comments about the university or said it was up to the individual—not the
university—to find ways to take advantage of the opportunity that was available. Among the favorable comments were the following:

Oddly, I have no complaints. I have been helped when I needed it.

I have no suggestions for you. The system seems satisfactory to me.

I feel the university is doing a good job.

Maybe I'm not a typical mature student, because I have no gripes or suggestions for improvement. But I waited until all our children are in school and I schedule my courses very carefully. It's been a great experience for me.

Despite the fact that thirty three women did not offer suggestions for facilitating education, this item on the questionnaire evoked more responses than any other open-ended question. Three hundred twenty-five different responses were given by the remaining 161 subjects. Table IX summarizes the responses to this question.

A total of ninety six, or 30 per cent, women requested more counseling. This request supports numerous research studies (2, 5, 6, 8, 9) which have reported the most frequent request of mature college women is for individual counseling. Sixty-three, or 40 per cent, women asked for academic counseling. Thirty-three women, or 20 per cent, indicated a desire for counseling pertaining to personal problems.

Examples of the requests for academic counseling were as follows:

Sometimes I just don't know what courses we should take and when we should take them. I have learned this information from students, not the professors.
All students need better academic counseling! It is discouraging to have people tell you one thing, and then have another person tell you something else. The people who are supposed to know seem to be more confused than the students.

I wish they could provide more adequate counseling. The catalogue is confusing. I've often wished I could sit down with someone who knows what I am supposed to take and when I'm supposed to take it.

It's been a long time since I was here the first time and so many of the requirements have changed. I would have been better off if someone had told me about all the changes. The secretaries have helped me more than anyone else... I have never been given a counselor.

Thirty-three women requested counseling pertaining to personal problems. These women voiced problems peculiar to their own family situations and concerns with such matters as homemaking responsibilities, children, unusual study schedules and insecurity in dealing with these problems. The following responses indicated a request for personal counseling:

Counseling for women who are coming back to school is necessary. In many ways it has been hard for both me and my family.

I need much more counseling and advice but I don't know where to go or who to talk to.

There are a lot of problems associated with trying to get an education after marriage and children. It would be helpful to me if I could talk about these problems with someone who knows what I am going through.

At times I feel almost overwhelmed. There are probably other older women who feel the same way. There should be someone who could understand and help.

Counseling on how to make my husband and children understand that I don't want to stay home and do nothing with my life.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling (acad.)</td>
<td>20</td>
<td>3</td>
<td>38</td>
<td>......</td>
<td>2</td>
<td>63</td>
<td>19</td>
</tr>
<tr>
<td>Improve understanding, attitudes</td>
<td>13</td>
<td>2</td>
<td>35</td>
<td>......</td>
<td>1</td>
<td>51</td>
<td>16</td>
</tr>
<tr>
<td>Improve sched.</td>
<td>11</td>
<td>4</td>
<td>33</td>
<td>2</td>
<td>......</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>Counsel. (pers.)</td>
<td>9</td>
<td>......</td>
<td>22</td>
<td>......</td>
<td>2</td>
<td>33</td>
<td>10</td>
</tr>
<tr>
<td>Improve parking</td>
<td>5</td>
<td>4</td>
<td>16</td>
<td>......</td>
<td>......</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Organ. of mature women</td>
<td>7</td>
<td>......</td>
<td>11</td>
<td>......</td>
<td>1</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Provide lockers</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Omit irrelevant courses</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>......</td>
<td>......</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Permit pre-registration</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>......</td>
<td>1</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Provide lounges</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>......</td>
<td>......</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Provide day-care center</td>
<td>8</td>
<td>......</td>
<td>2</td>
<td>......</td>
<td>......</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Provide soft-drink, candy mchs.</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>......</td>
<td>......</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Provide emergency telephone</td>
<td>2</td>
<td>......</td>
<td>1</td>
<td>......</td>
<td>......</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Provide evening facilities</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>1</td>
<td>......</td>
<td>1</td>
<td>.....</td>
</tr>
<tr>
<td>No problems</td>
<td>4</td>
<td>......</td>
<td>6</td>
<td>......</td>
<td>......</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Omitted</td>
<td>6</td>
<td>......</td>
<td>17</td>
<td>......</td>
<td>......</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>21</td>
<td>91</td>
<td>3</td>
<td>11</td>
<td>325</td>
<td></td>
</tr>
</tbody>
</table>
I can't study until the children are in bed, but then I feel that my husband doesn't always understand. So, I guess I need some help where he is concerned.

My husband has encouraged me to go back to school. But so many things get left undone. And I feel guilty about that, especially about the housework. I need to talk to someone, but I don't know any of the counselors or where they are.

Many of the subjects expressed concern regarding a lack of understanding from both professors and students. Several subjects reported they had encountered an old-fashioned attitude barrier directed toward their desire to complete their education. Three women stated they felt the professors believed that an education for mature women was a waste of time and money. These reports of lack of understanding and hostile attitudes substantiate the findings of other researchers (8, 11, 12) who have investigated the problems of mature women who return to college. Listed below are some of the subjects' comments regarding lack of understanding on the part of staff, students, and professors:

I wish everyone here from student secretaries to professors would treat me as if I had some dignity and attempt to help rather than hinder. Especially during registration.

I want to tell you what a prominent professor said to me. "It's not my fault you had those kids. These are the requirements, and that is when the course is taught." A more tolerant attitude would be appreciated.

I wish the professors would treat me as an individual... as an intelligent, healthy, human being, rather than a forty-four-year-old who probably has a marital problem.

When I made the top grade on a test it seemed like the young kids were mad at me. I was tempted to
tell them how long I had studied; no one seems to understand or care and that includes my teachers.

A better understanding and a more tolerant attitude would be appreciated. I don't want any special favors, but they shouldn't be rude when I tell them I have to be home by three o'clock in the afternoon.

I didn't appreciate being told I could go full-time if I wanted to. I can't go full-time. Not all the people are as rude as this person, but a more tolerant understanding would be appreciated.

The scheduling of classes appeared to be a major concern of the subjects; fifty women indicated they had encountered problems related to the scheduling of classes. These responses are difficult to interpret because the women seemed to realize the difficulties associated with scheduling and apparently did not expect any special consideration simply because they were mature women who were married and had children at home. Many of the women indicated that the problems they faced with scheduling were also faced by other students whose needs were different. The subjects often mentioned classes that were closed early during the registration period, required classes which were offered at only one period during the day, and required classes which were offered only during the first period. Some comments were as follows:

Music courses should be more convenient for all students. Right now if you want to get a degree in music you must go to school at least five days a week and one or two nights, plus recitals.

They close the classes so soon. I hoped I would be here only three days a week, but it hasn't worked out that way. If the courses are required for graduation, couldn't they offer at least two classes on MWF and two on TTh?
Elementary and Intermediate Language labs could be set up on an optional basis. Presently if you sign up for foreign language which meets on MWF you are required to go to TTh labs. A commuter student would appreciate being able to take the courses and the labs on the same days.

If someone could only understand the problems associated with a married woman who has children, I had hoped to take only six or nine hours per semester. But because of the scheduling problems it has not been possible. I'm not asking for special favors, because so many of the required courses are offered at only one period, so really it is a problem that faces all students, so maybe you are not interested in this problem for mature women.

Parking was of particular concern for twenty five women. Many of these women commented that they had to allow an additional hour to find a parking place in order to get to class on time. Some of the comments regarding parking were:

Parking is a mess. Surely someone could come up with a better solution to what we now have.

I can never find a parking place, but I bought one of the red stickers. I drive and drive and drive before I can find a place.

My problems would be almost solved if it weren't for the parking problem. I have to leave home almost an hour earlier than I should. So many of the lots are almost empty but they wouldn't sell me one of those spaces.

Do you think you could do something about the parking situation?

I can't believe the parking problem at this university. It's easier to find a space in downtown Dallas than it is within walking distance of my first class.

Everybody complains about the parking problem, and that is my major complaint. Other than that everything has gone much better than I thought it would.

Several of the women mentioned they would appreciate a group or club composed of other women who are returning to
school. They seemed eager to discuss experiences and expressed a desire to meet others who were back in school after a period devoted to homemaking. Some of the following comments reflect the desire for such an organization:

- Would it be possible for some of us to get together maybe once a month for lunch? I would like to know the names and addresses of some other ladies who are up here.

- A club for older students, please.

- Provide a club for older students.

Eighteen subjects requested the university furnish lockers in which they could store their books and supplies. These requests apparently reflect the lack of time the subjects had between classes. Requests for lockers included the following:

- It would help if I had some place to put all of my supplies. Couldn't the college furnish lockers in one of the buildings so I wouldn't have to carry my books all day long?

- I try to schedule my classes from nine o'clock to three o'clock. I don't have time for lunch or for any kind of break. I carry all my books and supplies from one class to another. It would help if I had a place to leave my supplies.

- I wish the college furnished lockers in the Union Building. I have to go back and forth to my car several times a day and it is unhandy.

- If the university could furnish a place for me to store my books and coat it would help. I'm tired at the end of every day because I have to carry everything from class to class.

Twelve women suggested that many of the required courses are not beneficial. They asked that the university review the policy of requiring certain courses for all students. These requests were expressed in the following comments:
I think it would be helpful to have counselors especially versed in the needs of mature students. This could strengthen awareness of eligibility to waive certain courses which should be for college age students (P.E., etc.).

Some courses could be correspondence courses and some are archaic and should be eliminated for the mature person.

I think they should realize someone my age is not there for the fun of it. Some of the courses I have been required to take are unnecessary.

Why a foreign language? I don’t plan to go on to grad school so the language requirement has been a real chore for me.

Pre-registration was requested by twelve women. The desire for pre-registration was expressed in such statements as:

Why couldn’t we pre-register? Freshmen can, but not alumni. I was here for three years twelve years ago. Surely alumni could be given the same privileges as freshmen.

I must attend classes between nine a.m. and one p.m. But so often when I get to registration those classes are closed. Do you suppose a system of registration the semester before enrolling would be possible?

There is probably nothing that could be done about it because it would be favoritism, but pre-registration for women who have small children would really help.

Pre-registration is the only suggestion I have.

Ten women indicated a desire for a room or lounge where they could both eat lunch and study in an atmosphere of solitude and quiet. Eight subjects reported a need for soft drink and candy dispensing machines in the classroom buildings. Typical responses for these two requests were the following:
I schedule my classes from nine until two every day so I don’t have any time for lunch. It would help if there were coke and candy machines in the buildings.

Why aren’t refreshment machines available in the classroom buildings? I don’t have time to eat, but a snack would help.

I study in the Union with a group of women. It is so noisy. Couldn’t the university provide a lounge and study area where we could eat and study where it is quiet?

I wish we had a lounge in a central location where we could study and eat and it weren’t so noisy.

I have just one free hour during the day....it is so noisy in the Union and we can’t take food in the Library. Study rooms or lounges would help!

Thirteen women who had pre-school or school-age children expressed desires for emergency phone service and/or a day care center. Three women asked that the university provide a telephone number so that they might be contacted in case of emergency. Ten women requested a university-sponsored day care center. Three of the ten subjects who requested a day care center were divorced; seven were married. Typical requests for emergency telephone service and a day care center were the following:

My third grade child became ill when she was at school. The school nurse put her to bed, but I wished she could have reached me.

Provide us a telephone number so our children or husbands could call us in case of emergency.

I would like to go to summer school and would if there were a day care center on campus. If my eight year old could come over with me during the morning it would help.

Would a day care center be possible? My babysitting problems seem to get worse.
The great majority of the subjects preferred to attend classes during the day. Most of the women reported it would be impossible for them to be away from home during the evening. Only one of the 161 women preferred to attend evening classes. She was not a commuting student and did not have pre-school age children. She requested more university facilities be available for evening students.

Question 8

How many mature women are part-time and full-time students, in the various schools and colleges of the university?

More women were enrolled as full-time students than as part-time students. Data regarding part-time and full-time enrollment are presented in Table X.

TABLE X

DISTRIBUTION OF PART-TIME AND FULL-TIME ENROLLMENT BY MAJOR FIELDS OF STUDY WITH TOTAL NUMBERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Major Field of Study</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>22</td>
<td>39</td>
<td>35</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>Education</td>
<td>31</td>
<td>29</td>
<td>78</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>34</td>
<td>122</td>
</tr>
</tbody>
</table>
Question 9

Do mature college women select major fields of study in order to prepare for future employment?

A substantial majority of the subjects of this study reported plans to enter the world of work when their education was completed. Only four subjects reported having no plans for employment, and sixteen subjects indicated some uncertainty pertaining to future employment. However, the majority of the subjects apparently selected major fields of study in order to prepare for their chosen occupations. Table XI summarizes the future work plans of the subjects.

**TABLE XI**

**FUTURE EMPLOYMENT PLANS BY MAJOR FIELDS OF STUDY WITH TOTAL NUMBERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Employment plans</th>
<th>A-U</th>
<th>Bus.</th>
<th>Edu.</th>
<th>H.E.</th>
<th>Mus.</th>
<th>Total Number</th>
<th>Total Per</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>16</td>
<td>6</td>
<td>106</td>
<td>2</td>
<td>2</td>
<td>132</td>
<td>72%</td>
</tr>
<tr>
<td>Social work</td>
<td>14</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>Business</td>
<td>...</td>
<td>6</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Biological sci.</td>
<td>4</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Speech therapy</td>
<td>3</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>3</td>
<td>...</td>
</tr>
<tr>
<td>Sch. librarian</td>
<td>2</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>Int. design</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>Uncertain</td>
<td>14</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>...</td>
<td>16</td>
<td>6%</td>
</tr>
<tr>
<td>No work plans</td>
<td>3</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>...</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>12</td>
<td>107</td>
<td>3</td>
<td>4</td>
<td>183</td>
<td></td>
</tr>
</tbody>
</table>

Note: The subject in College of Education did not respond to this item.
The area of future employment selected by the majority of subjects was teaching. One hundred thirty two, or 72 per cent, indicated they planned to enter some phase of teaching. Only one elementary education major omitted a response on this questionnaire item, the remaining eighty two reporting that they hoped to become teachers when they completed the degree. Only two of the twenty three subjects who were secondary education majors reported plans for future work other than teaching.

Fifteen subjects, or 8 per cent, expressed a desire for employment in the area of social work and/or clinical psychology. Six women, or 3 per cent, reported intentions of entering an area of work related to business (accounting, secretarial, management). Other subjects planned to work in the field of biological science, speech therapy, library service, and interior design.

Question 10

What is the marital status of mature women enrolled in the university?

The majority of the subjects of this study were married. Data regarding the marital status of the subjects are presented in Table XII.

An examination of Table XII indicates that 163, or 89 per cent, of the subjects were married. Ten subjects, or 5 per cent, were divorced. Seven subjects, or 4 per cent, were widows. Two women reported they were single, and two women reported that they and their husbands were separated.
### TABLE XII

**MARITAL STATUS BY MAJOR FIELDS OF STUDY WITH TOTAL NUMBERS AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Major field of Study</th>
<th>Single</th>
<th>Married</th>
<th>Widowed</th>
<th>Divorced</th>
<th>Separated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Arts &amp; Sciences (N=57)</td>
<td>1 2</td>
<td>48 84</td>
<td>1 2</td>
<td>6 10</td>
<td>1 2</td>
</tr>
<tr>
<td>Business (N=12)</td>
<td></td>
<td>12 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (N=109)</td>
<td>1 9</td>
<td>98 90</td>
<td>6 5</td>
<td>3 2</td>
<td>1</td>
</tr>
<tr>
<td>Home Economics (N=2)</td>
<td></td>
<td>2 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music (N=4)</td>
<td></td>
<td>3 75</td>
<td></td>
<td>1 25</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2 1</td>
<td>163 89</td>
<td>7 4</td>
<td>10 5</td>
<td>2 1</td>
</tr>
</tbody>
</table>

**Question 11**

Is there a relationship between marital status and part-time and full-time enrollment?

The marital status of the 184 subjects was correlated with the number of subjects who were enrolled part-time and the number of subjects who were enrolled full-time. Pearson’s product moment correlation was utilized to determine this relationship. This correlation is presented in Table XIII,
According to the results presented in Table XIII, the \( t \) of 1.20 failed to reach the .05 level of significance. It should be noted that although the majority of subjects were married (see Table XII), no significant correlation was found between marital status and part-time or full-time enrollment.

**Question 12**

How many of these women have children?

The majority of the subjects in this study had children. One hundred seventy four, or 95 per cent, of the 184 women had children. Data pertaining to the number of part-time and full-time students who had children are presented in Table XIV.

According to the data in Table XIV the majority of both part-time and full-time students had children. Ninety four per cent of the part-time students had children and 95 per cent of the full-time students had children.

Only ten of the 184 mature women had no children. Five subjects who did not have children were enrolled in the College of Arts and Sciences, four subjects were enrolled in the College of Education, and one subject was enrolled in the College of
### TABLE XIV

**Distribution of Part-Time and Full-Time Subjects Who Had Children by Major Fields of Study with Total Numbers and Percentage**

<table>
<thead>
<tr>
<th>Major field of study</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>enrolled</td>
<td># who had children</td>
<td>enrolled</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>22</td>
<td>19</td>
<td>56</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Education</td>
<td>31</td>
<td>30</td>
<td>98</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>62</td>
<td>58</td>
<td>94</td>
</tr>
</tbody>
</table>

Age levels of the children are reported in Table XV. Analysis of this data reveals that while most of the children were primary grade age, other children ranged in age from pre-school to adult.

The category "Nursery, Pre-School" included children who were not old enough to be enrolled in nursery or play school. Thirty two, or 10 per cent, of the children were at this age.
TABLE XV

DISTRIBUTION OF AGE LEVELS OF CHILDREN BY MAJOR FIELD OF STUDY WITH TOTAL NUMBERS AND PERCENTAGE

<table>
<thead>
<tr>
<th>Major field of study</th>
<th>Nursery Pre-school</th>
<th>Primary (K-6)</th>
<th>Jr. High</th>
<th>High Sch.</th>
<th>College</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Arts Sciences</td>
<td>8</td>
<td>34</td>
<td>20</td>
<td>23</td>
<td>8</td>
<td>6</td>
<td>99</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td></td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Education</td>
<td>21</td>
<td>75</td>
<td>51</td>
<td>33</td>
<td>10</td>
<td>5</td>
<td>195</td>
</tr>
<tr>
<td>Home Ec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>10</td>
<td>123</td>
<td>38</td>
<td>78</td>
<td>24</td>
<td>60</td>
</tr>
</tbody>
</table>

115
level. Several women indicated on the questionnaire that they had small babies and/or toddlers. One woman, a widow who was a thirty-four-year-old full-time student majoring in elementary education, had five children. Two of her children were preschool age; one was an eight-month-old baby when the questionnaire was completed. In addition to her academic, childrearing, and household duties, this woman worked approximately ten hours per week in her home as a voice teacher.

More children were primary age (kindergarten through grade six) than any other age level. One hundred twenty-three, or 38 per cent, of the children were in the primary grades. This finding would tend to agree with other research (6, 7) reporting that most women have had their last child by the age of twenty-six. Thus it appears that when children are in school mature women have more time to complete their education.

It can be seen in Table XV that 48 per cent of the children were of junior high, high school, and college age. Thirteen children, or 4 per cent, were reported in the "Other" category, which included children who were not in pre-school, public school, or college. Several women reported having children who were working and living at home. Three women stated they had children who were married, and two subjects reported they were grandmothers.

Question 13

Is there a relationship between the ages of children and part-time and full time enrollment?
Pearson's product moment correlation coefficient was computed to determine what, if any, relationship existed between the ages of the children and part-time and full-time enrollment. The age levels of the 324 children were correlated with whether the subjects were enrolled part-time or full-time. This correlation is presented in Table XVI.

<table>
<thead>
<tr>
<th>Number of children</th>
<th>r</th>
<th>t</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>324</td>
<td>.0337</td>
<td>.708</td>
<td>NS</td>
</tr>
</tbody>
</table>

According to the results presented in Table XVI, the t of .708 failed to reach the .05 level of significance. Thus, it is assumed that the age levels of the children was not a significantly important consideration of part-time or full-time enrollment.

Question 14

Is there a relationship between part-time and full-time enrollment and family attitudes regarding continuing education?

In order to determine what relationship existed between part-time and full-time enrollment and family attitudes regarding continuing education, only those attitudes of the
husband and children (the immediate family) were considered. In each case Pearson's product moment correlations were computed. The correlation between part-time and full-time enrollment and children's attitudes is presented in Table XVII.

**TABLE XVII**

**THE CORRELATION BETWEEN PART-TIME AND FULL-TIME ENROLLMENT AND PERCEIVED ATTITUDES OF CHILDREN TOWARD CONTINUING EDUCATION**

<table>
<thead>
<tr>
<th>Number of mothers</th>
<th>r</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>.0122</td>
<td>.160</td>
<td>NS</td>
</tr>
</tbody>
</table>

One hundred seventy-four mothers reported perceptions of their children's attitudes toward continuing education. The perceived attitudes of children were correlated with whether the subjects were enrolled part-time or full-time.

According to the results reported in Table XVII, there was no significant correlation between part-time and full-time enrollment and children's attitudes. Two possible explanations could account for this result: the attitudes of the children were not a significantly important consideration of part-time and full-time enrollment. Or, because the perceived attitudes of children were fairly equally distributed along the attitudinal scale (see Table VIII), no significant correlation was reported.
The perceived attitudes of 160 husbands were reported. The perceived attitudes of the husbands were correlated with the number of married subjects who were enrolled part-time and full-time. The correlation between part-time and full-time enrollment and husband's attitudes toward continuing education is presented in Table XVIII.

**TABLE XVIII**

THE CORRELATION BETWEEN PART-TIME AND FULL-TIME ENROLLMENT AND PERCEIVED ATTITUDES OF HUSBANDS' TOWARD CONTINUING EDUCATION

<table>
<thead>
<tr>
<th>Husbands</th>
<th>r</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>.1707</td>
<td>2.24</td>
<td>.05</td>
</tr>
</tbody>
</table>

According to the data in Table XVIII, there was a positive correlation between part-time and full-time enrollment and attitudes of husbands toward continuing education. The t of 2.24 was significant beyond the .05 level of confidence. Two possible explanations could account for this result: the attitudes of husbands were a significantly important consideration of part-time and full-time enrollment. Or, because the husbands of the subjects of this study were perceived as having very favorable attitudes toward their wives' continuing education (see Table VIII), a significantly positive correlation was reported.
Question 15

What are the educational backgrounds of the husbands of these women?

The amount of education completed by the subjects' husbands was high, almost two-thirds of the husbands having earned college degrees. The educational backgrounds of the husbands are summarized in Table XIX.

### Table XIX

**DISTRIBUTION OF EDUCATIONAL BACKGROUNDS OF HUSBANDS WITH TOTAL NUMBERS AND PERCENTAGES**

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctors degree</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Masters degree</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Baccalaureate degree</td>
<td>73</td>
<td>47</td>
</tr>
<tr>
<td>Some college work</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td>High school graduate</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Less than high school graduate</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>162</td>
<td></td>
</tr>
</tbody>
</table>

It can be seen in Table XIX that ninety-nine of the husbands had completed at least one college degree. An additional thirty-six husbands, or 22 per cent, had attended college but did not complete the baccalaureate degree. Twenty-five husbands were high school graduates, and only two of the 162 husbands had less than a high school education.
Is there a relationship between the educational background of the husbands and the husband's attitudes toward continuing education?

The educational backgrounds of 162 husbands were reported and the perceived attitudes of 160 husbands were reported. The attitudes of two husbands who had completed some college work but had not obtained the baccalaureate degree were not reported, and these two were omitted from the correlation. The educational backgrounds of the husbands were correlated with husbands' attitudes toward continuing education. This correlation is presented in Table XX.

**TABLE XX**

<table>
<thead>
<tr>
<th>Husbands</th>
<th>( r )</th>
<th>( t )</th>
<th>( P )</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>(.279^4)</td>
<td>(4.14)</td>
<td>(.001)</td>
</tr>
</tbody>
</table>

According to the data in Table XX, there was a positive correlation between educational backgrounds of the husbands and the husbands' attitudes toward continuing education. The \( t \) of \(4.14\) was significant beyond the \(.001\) level of confidence. This significant correlation indicates that, as far as these
particular husbands were concerned, those husbands who had completed higher levels of education were more favorable toward their wives' returning to college. While most of the subjects perceived their husbands as approving of their returning to college (see Table VIII), it is possible that the environment provided by college-educated husbands stimulated the subjects' educational aspirations.

Question 17

How many of these women are combining school, marriage, and employment?

Twenty seven subjects were employed when the questionnaires were returned; however, only sixteen of these twenty seven subjects were combining school, marriage, and employment. The remaining eleven subjects were either single, widowed, divorced, or separated. Data regarding the subjects who were combining school, marriage, and employment are presented in Table XXI.

Information concerning the areas of employment was reported on the questionnaire by the sixteen subjects who were combining school, marriage, and employment. The subjects were employed in the following jobs: substitute teaching, secretary, checker in a grocery store, cashier in a restaurant, registered nurse, dance teacher, clerk typist, library assistant, and interior designer.
TABLE XXI

DISTRIBUTION OF MATURE WOMEN COMBINING SCHOOL, MARRIAGE, AND EMPLOYMENT WITH TOTAL NUMBERS AND AVERAGE WORK HOURS PER WEEK

<table>
<thead>
<tr>
<th>Major field of study</th>
<th>Part-time students</th>
<th>Full-time students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Average work hours per week</td>
<td>No.</td>
</tr>
<tr>
<td>Arts &amp; Sci.</td>
<td>4</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Home Ec.</td>
<td>1</td>
<td>20</td>
<td>...</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>17</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Eleven subjects were either single, widowed, divorced, or separated while enrolled in the university. Data pertaining to these subjects are reported in Table XXII.

According to information obtained from the questionnaires returned by the eleven unmarried subjects who were combining school and employment, they were enrolled in several different jobs. The reported jobs were substitute teaching, library assistant, voice teacher, clerk typist, apartment manager, receptionist, assembler in a manufacturing plant, and babysitter.
TABLE XXII

DISTRIBUTION OF UNMARRIED MATURE WOMEN COMBINING SCHOOL AND EMPLOYMENT WITH TOTAL NUMBERS AND AVERAGE WORK HOURS PER WEEK

<table>
<thead>
<tr>
<th>Status</th>
<th>Part-time students</th>
<th>Full-time students</th>
<th>Average work hours per week</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>1</td>
<td>.....</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Widowed</td>
<td>3</td>
<td>2</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Divorced</td>
<td>3</td>
<td>1</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>Separated</td>
<td>.....</td>
<td>1</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>4</strong></td>
<td><strong>9</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

Question 18

Is there a relationship between present employment and academic problems connected with home responsibilities?

Seven of the subjects who were employed did not respond to the questionnaire item pertaining to home responsibilities, therefore no statistical computations were performed in order to answer Question 18.

The subjects who did respond to this questionnaire item reported that lack of time was the major problem. They seemed especially concerned because so many household responsibilities were left "undone" until a necessity required their being performed. However, many of the subjects who were not employed
reported concerns in these same areas. Therefore it would seem that the problems encountered by employed subjects were similar to those of unemployed subjects, with the possible exception of the employed subjects having even less time for household responsibilities.

Questions 19 and 20

What have been the employment patterns of these women? Are they preparing for future employment which is similar or different from present vocational experiences?

The majority of the subjects had been employed at some time during their adult lives. Data regarding the employment patterns of the subjects are reported in Table XXIII.

An analysis of the data in Table XXIII reveals that 143 subjects, or 78 per cent, had worked before marriage. More of the women had a pattern of work experience since marriage than those who had not, but the majority of these subjects had worked irregularly since marriage.

The majority of the subjects who were planning for future employment (see Table XI) apparently did not possess the occupational skills required for their choice of vocations. It would seem that most of the subjects of this study returned to college in order to prepare for vocations in which they had not been employed. A possible exception could have been those subjects who were employed as substitute teachers, although it would seem reasonable to assume they were returning to college for teacher certification.
TABLE XXIII

EMPLOYMENT PATTERNS BY MAJOR FIELDS OF STUDY
WITH TOTAL NUMBERS AND PERCENTAGE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked before marriage</td>
<td>44</td>
<td>9</td>
<td>86</td>
<td>1</td>
<td>3</td>
<td>143</td>
</tr>
<tr>
<td>Not worked since marriage</td>
<td>2</td>
<td>...</td>
<td>16</td>
<td>...</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Worked until birth of first child</td>
<td>20</td>
<td>7</td>
<td>42</td>
<td>1</td>
<td>1</td>
<td>71</td>
</tr>
<tr>
<td>Worked irregularly since marriage</td>
<td>28</td>
<td>...</td>
<td>53</td>
<td>...</td>
<td>4</td>
<td>85</td>
</tr>
<tr>
<td>Worked regularly since marriage</td>
<td>5</td>
<td>...</td>
<td>7</td>
<td>...</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Worked regularly, brief time off for child bearing</td>
<td>11</td>
<td>...</td>
<td>27</td>
<td>...</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Presently working</td>
<td>13</td>
<td>...</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>16</td>
<td>242</td>
<td>3</td>
<td>13</td>
<td>397</td>
</tr>
</tbody>
</table>

*Subjects were not limited to single response.*

Question 21

What are the ages of mature women in the various schools and colleges of the university?

Women who were thirty two years of age or older were selected as subjects for this study because the last child
is most likely to enter school when the mother is thirty-two. The mean ages and standard deviations are presented in Table XXIV.

### TABLE XXIV

**Means and Standard Deviations of Ages of Subjects by Major Fields of Study**

<table>
<thead>
<tr>
<th>Major field of study</th>
<th>Mean Age</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences (N=57)</td>
<td>37.74</td>
<td>5.71</td>
</tr>
<tr>
<td>Business (N=12)</td>
<td>35.00</td>
<td>2.26</td>
</tr>
<tr>
<td>Education (N=109)</td>
<td>37.46</td>
<td>5.62</td>
</tr>
<tr>
<td>Home Economics (N=2)</td>
<td>37.00</td>
<td>7.07</td>
</tr>
<tr>
<td>Music (N=4)</td>
<td>34.25</td>
<td>2.63</td>
</tr>
</tbody>
</table>

An analysis of the data in Table XXIV indicates that the mean ages of the subjects of this study were in the mid-thirty range. Questionnaire information revealed that forty-six subjects were thirty-two years of age (minimum age for inclusion), forty-four subjects were between the ages of forty and fifty, and only four subjects were past fifty years of age. The oldest subject was a fifty-six-year-old part-time secondary education major.
Question 22

What is the grade point average of the age groups in this study?

Grade point averages were obtained and categorized according to the following age intervals: 32-36, 37-41, 42-46, and 47 and older. Mean grade point averages were computed for each age group. Data pertaining to mean grade point averages are reported in Table XXV.

**TABLE XXV**

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGES OF AGE GROUPS BY PART-TIME AND FULL-TIME ENROLLMENT

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Age 32-36 (N=98)</th>
<th>Age 37-41 (N=37)</th>
<th>Age 42-46 (N=21)</th>
<th>Age 47 and over (N=6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S. D.</td>
<td>Mean</td>
<td>S. D.</td>
</tr>
<tr>
<td>Part-time N=62</td>
<td>3.18</td>
<td>0.58</td>
<td>3.14</td>
<td>0.52</td>
</tr>
<tr>
<td>Full-time N=100</td>
<td>3.14</td>
<td>0.45</td>
<td>3.04</td>
<td>0.54</td>
</tr>
</tbody>
</table>

The data in Table XXV reveal that mean grade point averages for the 32-36 and 37-41 age groups were above 3.00. Full-time subjects in the 42-46 age group obtained mean grade point averages above 3.00 as did the one subject in the 47 and over category. Part-time students in the 42-46 and 47 and over
categories obtained mean grade point averages above 2.50 but less than 3.00.

The data reported in Table XXV should be interpreted with extreme caution. It should be noted that the subjects were not matched according to curriculum, nor were they matched according to number of semester hours attempted. Part-time students were enrolled in less than twelve semester hours and full-time students were enrolled in twelve or more semesters. However, the semester hours attempted by both part-time and full-time students varied.

It is possible to report that, based on the small standard deviations obtained by all age groups, those subjects whose grade point averages were obtained were academically successful. It should be noted, however, that grade point averages for only 162 of the 184 subjects were available. It is assumed that the remaining twenty-two subjects withdrew from college, but the reasons for their withdrawal are unknown.

Analysis of variance was utilized to test the significant differences for grade point averages among the age groups. A summary of the resultant analysis of variance is presented in Table XXVI.

An inspection of the data in Table XXVI reveals there were no significant interactions; none of the F-ratios reached the .05 level of confidence. For this reason the Sheffe test was omitted.

As was the case with Table XXV, data reported in Table XXVI should be interpreted with extreme caution because of the
TABLE XXVI

SUMMARY OF ANALYSIS OF VARIANCE BETWEEN GRADE POINT AVERAGES OF PART-TIME AND FULL-TIME SUBJECTS IN DIFFERENT AGE GROUPS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time</td>
<td>1</td>
<td>0.37</td>
<td>0.37</td>
<td>1.44</td>
<td>NS</td>
</tr>
<tr>
<td>Full-time</td>
<td>1</td>
<td>0.37</td>
<td>0.37</td>
<td>1.44</td>
<td>NS</td>
</tr>
<tr>
<td>Age groups</td>
<td>3</td>
<td>0.02</td>
<td>0.00</td>
<td>0.03</td>
<td>NS</td>
</tr>
<tr>
<td>Interaction</td>
<td>3</td>
<td>0.86</td>
<td>0.29</td>
<td>1.11</td>
<td>NS</td>
</tr>
</tbody>
</table>

Reasons explained previously. The only interpretation offered is that there were no significant interactions.

Questions 23 and 24

What is the ethnic composition of mature women enrolled in the university? What major fields of study are selected by the several ethnic groups?

The majority of the 184 subjects left blank the space on the questionnaire after the word "Race." Twenty-four subjects wrote "White" and three subjects wrote "Negro." Because only twenty-seven subjects responded to this item on the questionnaire, Questions 23 and 24 could not be answered.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was concerned with the problem of describing and analyzing certain attitudes, interests, motives, and personality characteristics of mature college women. Specifically, answers were sought to the following questions:

1. What are the interests, personality characteristics, and values of mature college women?

2. What are the motivations of these women for attending college?

3. What are the attitudes of their respective families regarding their dual role of student and homemaker?

4. What are the implications for facilitating the education of mature women at this university?

The following answers were sought as they related to selection of major fields of study:

1. How many women are part-time and full-time students in the various schools and colleges of the university?

2. Do the scores on the Strong Vocational Interest Blank substantiate the selection of major fields of study?
3. Do mature college women select major fields of study in order to prepare for future employment?

The following answers were sought as they related to marital status:

1. What is the marital status of mature women enrolled in the university?

2. Is there a relationship between marital status and part-time and full-time enrollment?

3. How many of these women have children? Is there a relationship between the ages of children and part-time and full-time enrollment?

4. Is there a relationship between part-time or full-time enrollment and family attitudes regarding continuing education?

5. What are the educational backgrounds of the husbands of these women? Is there a relationship between educational background of the husbands and the husband's attitudes toward continuing education?

The following answers were sought as they related to employment patterns:

1. How many of these women are combining school, marriage, and employment?

2. Is there a relationship between present employment and academic problems connected with home responsibilities?

3. What have been the employment patterns of these women? Are they preparing for future employment which is similar or different from present vocational experiences?
The following answers were sought as they related to age:

1. What are the ages of mature women in the various schools and colleges of the university?

2. What is the grade-point average of the age groups in this study?

The following answers were sought as they related to ethnic groups:

1. What is the ethnic composition of mature women enrolled in the university?

2. What major fields of study are selected by the ethnic groups?

The Procedure

Subjects of this study consisted of 184 mature college women enrolled in the various schools and colleges of the university. The subjects were thirty-two years of age or older and enrolled both part-time and full-time. None of the subjects had obtained the baccalaureate degree.

Four instruments were administered to the subjects: a questionnaire, and three standardized instruments. The questionnaire was constructed to gather personal and family data, perceptions of family attitudes regarding continuing education, and suggestions for ways in which the university could better serve mature women. From a survey of professional publications, current research, and authoritative opinion, a list of items concerning the unique educational needs of
mature college women was developed. These questionnaire items were submitted to a jury composed of two deans of women in Texas universities and three directors or assistant directors of continuing education in Texas colleges or universities for the purpose of validation. Reliability of the questionnaire was established by the test-retest method, utilizing thirty-one mature college women.

The three standardized instruments were the Strong Vocational Interest Blank, the Study of Values, and the Edwards Personal Preference Schedule. The Strong Vocational Interest Blank was used to report the interests of mature college women. The Study of Values was used to report the values of the subjects, and the Edwards Personal Preference Schedule was used to report the certain personality characteristics of the subjects.

Fisher's t test was utilized to determine the significance of difference between the mean scores obtained by the publisher's normative samples on the Edwards Personal Preference Schedule and the Study of Values and the mean scores of the subjects of this study. Standard scores obtained on the Strong Vocational Interest Blank Occupational Scales were transferred to letter ratings and the letter ratings were reported.

Pearson's product moment correlation coefficient was utilized to determine what degree of relationship existed between marital status and part-time and full-time enrollment, ages of children and part-time and full-time enrollment, family
attitudes and part-time and full-time enrollment, and educational backgrounds of the husbands and the husband’s attitudes toward continuing education.

Mean grade point averages were computed for the following age groups: 32-36, 37-41, 42-46, and 47 and older. Analysis of variance was utilized to test the significant differences for grade point averages among the age groups.

Data pertaining to motivations for attending college, age, family attitudes, implications for facilitating education, employment patterns, and ethnic groups were reported in percentage form. Data for these categories were also reported according to major fields of study.

Findings

The following findings were formulated from an analysis of the data collected in the study:

1. Letter ratings obtained on the Occupational Scales of the Strong Vocational Interest Blank did, in general, substantiate the selection of major fields of study. This finding is suspect regarding the subjects who were enrolled in the College of Arts and Sciences, however, because eleven different majors were categorized in that area. Letter ratings obtained by subjects enrolled in the College of Business, the College of Education, and the School of Music indicated that the subjects probably had interests similar to those people successfully engaged in the occupations in those categories.
2. Mature college women obtained significantly higher mean scores than the normative population on the following scales of the Edwards Personal Preference Schedule: Endurance, Achievement, Order, Intracception, and Reference. The levels of significance were greater than .001. Mature college women obtained significantly lower mean scores than the normative population on the following scales: Abasement, Change, Exhibition, Heterosexuality, Autonomy, Succorance, Aggression, Dominance, and Affiliation. The levels of significance for all these measures except Affiliation was greater than .001. The level of significance for Affiliation was greater than .01. No significant difference was obtained between mean scores on the nurturance scale.

3. Mature college women obtained significantly higher mean scores than the normative population on the following scales of the Study of Values: Religious and Theoretical. The levels of significance were greater than .001. The subjects obtained significantly lower mean scores on the Economic, Aesthetic, Social, and Political values on the Study of Values. The level of significance on the Aesthetic and Economic values were greater than .001. The levels of significance on the Social and Political values were greater than .01.

4. Mature women were returning to college for several different reasons. Those reported reasons listed in descending order were: obtain a degree, self-fulfillment, teach, gain employment, fulfill requirements for entrance into graduate
school, support and educate children, security, insurance policy, supplementary income, and as an example to children.

5. The husbands of the subjects were perceived to be the major source of support and encouragement for the subjects. The attitudes of the children, while not as supportive as the husbands’, were generally encouraging toward continuing education. As a group, the subjects perceived the attitudes of parents, parents-in-law, and friends as generally encouraging toward continuing education.

6. One hundred sixty-one subjects indicated the university could better serve them as mature women students in the following ways: provide academic counseling, improve understanding and attitudes of staff, students, and faculty, improve scheduling, provide personal counseling, improve parking, organize a club for mature college women, provide lockers, omit irrelevant courses, allow pre-registration, provide lounges, provide day-care center for small children, install soft-drink and candy machines in classroom buildings, provide emergency telephone service, and increase university facilities for evening students.

7. One hundred eighty-four women were subjects in this study. Sixty-two subjects were part-time students and 122 subjects were full-time students. Fifty-seven subjects were enrolled in the College of Arts and Sciences; twenty-two were part-time students and thirty-five were full-time students. Twelve subjects were enrolled in the College of Business; five
were part-time students and seven were full-time students. One hundred nine subjects were enrolled in the College of Education; thirty-one were part-time students and seventy-eight were full-time students. The two subjects in the School of Home Economics were part-time students. Four subjects were enrolled in the School of Music; two were part-time students and two were full-time students.

8. Mature women do apparently select major fields of study in order to prepare for future employment. A substantial majority of the subjects reported plans for future employment; only four subjects reported no intention of working after completion of the degree.

9. The majority of the subjects of this study were married. One hundred sixty-three subjects were married, ten were divorced, seven were widows, two were single, and two were separated from their husbands.

10. There was no significant correlation between marital status and part-time and full-time enrollment.

11. One hundred seventy-four of the 184 subjects had children whose ages ranged from a few months to adult.

12. There was no significant correlation between the ages of the children and part-time and full-time enrollment.

13. There was no significant correlation between the attitudes of the children and part-time and full-time enrollment.

14. There was a significant correlation between husband's attitudes and part-time and full-time enrollment. The level of significance was greater than .05.
15. The amount of education completed by the husbands was high. Two-thirds of the husbands had completed at least one college degree. Twenty-five husbands were high school graduates, and only two of the 162 husbands had less than a high school education.

16. Sixteen married subjects were both employed and attending college. An additional eleven subjects were either single, widowed, divorced, or separated and employed.

17. There was no apparent relationship between employment and academic problems connected with home responsibilities. The major problem reported by the the employed subjects involved a lack of time for household responsibilities. However, many of the subjects who were not employed reported a concern for lack of enough time to perform household responsibilities.

18. A majority of the subjects had worked before marriage. More of the subjects had a pattern of work experience after marriage than those who had not, but the majority of these subjects had worked irregularly since marriage.

19. The majority of the subjects of this study were preparing for employment which differed from present employment. The exceptions could have been those six subjects who were employed as substitute teachers.

20. Mean ages of the subjects were in the mid-thirty range. Forty-six subjects were thirty-two years of age (minimum age for inclusion), forty-four subjects were between
the ages of forty and fifty, and only four subjects were past fifty years of age. The oldest subject was fifty-six-years-old.

21. The grade point averages of the age groups tended to be above 3.00. However, this information is of limited value because the subjects were not matched on the basis of curriculum or exact number of semester hours completed.

22. The majority of the subjects made no entry on the questionnaire after the word "Race."

Conclusions

The following conclusions were derived from the analysis and interpretation of the data gathered in this study:

1. The value and need patterns of mature college women are different from the value and need patterns of college-age women students.

2. Mature women do not return to college for frivolous, time-filling reasons. The majority of mature women plan to pursue careers on a full-time basis in the future.

3. Mature women select major fields of study in order to prepare for future employment, primarily teaching.

4. Husband's attitudes are a more important consideration for continuing education of mature women than attitudes of children or ages of children.

5. Husbands who are college educated have more favorable attitudes toward continuing education than husbands who are not college educated.
6. Mature women are able to work out a satisfactory combination of continuing education and family roles and responsibilities, despite numerous problems.

7. Mature women, while recognizing the difficulties confronting university personnel, are appreciative of the opportunity to continue education.

Recommendations

The following recommendations pertaining to the facilitation of the education of mature women were made on the basis of the review of the research and the findings of this study:

1. It is recommended that, because of the complexity of the problems which the mature woman faces and the ever-increasing numbers of such students, a special adviser be appointed to advise mature women students. Such an adviser should be knowledgeable concerning the problems of mature students and the policies of the university.

2. Counseling to meet the needs of college women with emphasis on long term as well as short term goals should be expanded. For those college women who choose to carry the dual responsibilities of college and homemaking, counseling personnel should be available. Although counseling for women shares many common features with counseling for men, it nevertheless, presents certain distinct differences. The number of counselors who are aware of the unique problems of mature women and who are trained to effectively deal with such problems should be increased.
3. It is recommended that the university conduct a one- or two-day seminar for mature women who are interested in continuing education. This seminar could be conducted during the orientation sessions. The format and content of such a seminar should be varied, but the following suggestions are offered: group discussions pertaining to the life patterns of women, individual guidelines for career choices, combining education and/or employment with family responsibilities, educational and vocational prerequisites and their availability, and vocational problems and opportunities for mature women.

4. It is recommended that flexible college programs which would permit women to combine education and family responsibilities be encouraged. Many mature women lose credits and must take extra courses because of departmental policies regarding degree plans, catalogue changes, transfer courses, and courses which were completed many years previously. It is recommended that mature women students be allowed to validate such courses by examination or by taking advanced courses in those subjects. It is also recommended that required courses, whenever possible, not be scheduled only during the first class period. Students who live in the college community could probably attend these courses later during the day, and later scheduling would be of benefit to the commuting mature student who must remain with children until they leave for school.
5. It is recommended that increased acceptance of mature women students by college staff and faculty members be encouraged. It is important that ways be found to aid mature women to accept and achieve desirable goals with a minimum of frustration and tension.

6. It is recommended that increased communication between university personnel and mature women be established. Such communication could be in the form of a newsletter, articles in appropriate magazines and newspapers, special pamphlets, meetings, or conferences. An active channel of communication between women and educators should be maintained so that efforts could be made to accommodate the needs and capacities of both groups. Through these channels of communication mature women could become more familiar with such university services as the counseling center, financial aids available for women, and placement.

7. It is recommended that an organization or club be formed for mature women students. Such an organization could attempt to secure many of the requests from the subjects of this study, i.e., emergency telephone service, soft-drink and candy machines in the classroom buildings, lounges, and a day-care center for children.

8. Research needs to be continued on the motivational, personal, and academic characteristics of mature college women. Longitudinal studies are especially needed concerning what women actually do as a result of counseling and formal education.
9. It is recommended that this study be replicated using a control group of mature women who are not returning to college in order to determine what, if any, differences exist between mature college women and women who are not enrolled in college.
APPENDIX A

SAMPLE LETTER TO SUBJECTS

Dear Student:

It would be appreciated if you could take some time from your busy schedule to be a part of a research study of mature women at North Texas State University. The study is concerned with the needs and characteristics of mature women. The results of this study may prove of value to you and future women students.

Contained in the envelope are three standardized instruments and a questionnaire. All responses will be treated as confidential. Please complete all instruments and fill in the questionnaire as completely as possible.

Please return the completed instruments to your professor during your next class meeting. The instruments are expensive, so please return both the tests and the answer sheets.

The needs of mature women at our university have been neglected. Your participation in this study could help change this situation.

Thank you, your participation is appreciated.

Sincerely,

Jean Page
APPENDIX A

SAMPLE LETTER TO SUBJECTS

Dear Student:

It would be appreciated if you could take some time from your busy schedule to be a part of a research study of mature women at North Texas State University. The study is concerned with the needs and characteristics of mature women. The results of this study may prove of value to you and future mature women students.

Contained in the envelope are three standardized instruments and a questionnaire. All responses will be treated as confidential. Please complete all instruments and fill in the questionnaire as completely as possible.

Please use the enclosed stamped envelope to mail the completed instruments and questionnaire to me as soon as you have completed them. The instruments are expensive, so please return both the tests and the answer sheets.

The needs of mature women at our university have been neglected. Your participation in this study could help change this situation. I hope you will be able to help me, and future mature women, by being a part of this important research study.

Thank you, your participation is appreciated.

Sincerely,

Jean Page
APPENDIX A

SAMPLE POST CARD

Dear Student:

It would be appreciated if you could take some time from your busy schedule to be a part of a research study of mature women at North Texas State University.

The needs of mature women at our university have been neglected. Your participation in this study could help change this situation.

In a few days I hope to contact you by telephone to further explain the study.

Sincerely,

Jean Page
APPENDIX A

SAMPLE POST CARD

Dear Student:

A few weeks ago you received forms concerning the characteristics of mature women at North Texas State University.

Your reply has not been received. In order to complete the research regarding mature women who are completing their education it is important that your return be mailed as soon as possible.

Thank you. Your participation in this research project is appreciated.

Sincerely,

Jean Page
APPENDIX A

SAMPLE LETTER TO MEMBERS OF PANEL OF JUDGES

Dear ___________________

It would be appreciated if you could take some time from your busy schedule to serve as a member of a panel of judges to react to a questionnaire which has been devised for use as a part of a doctoral study at North Texas State University. You have been selected because of your background and interest in continuing education of mature women.

The questionnaire has been constructed to gather personal and family data, family attitudes regarding continuing education, and suggestions for ways in which North Texas State University could better serve mature college women.

You are asked to evaluate the proposed questionnaire items in light of their validity and appropriateness for mature women who are returning to school. If you find any questionnaire items or content contradictory to what you feel is appropriate, please make the necessary corrections or suggestions.

If you are unable to participate as a member of this jury panel, will you use the return envelope to notify me. I wish to thank you in advance for your cooperation and participation.

Sincerely yours,

Jean Page
APPENDIX A

QUESTIONNAIRE

(1) Name_____________________________Address_____________________________
    Telephone________________________Student Number________________________

PERSONAL DATA:

(2) Age____________Birthdate___________________Race_________________________

(3) Freshman (1-29 hrs.)________Sophomore (30-59 hrs.)________
    Junior (60-89 hrs.)_________Senior (90-120 hrs.)__________

(4) Major__________________________

(5) Age at college entrance__________

(6) Marital status:
    Single__________________________
    Married________________________
    Widowed________________________
    Divorced________________________
    Separated_______________________

(7) If you live out of town how many miles do you drive to classes each day (one way)__________

(8) Are you employed at present? Yes____No____

(9) Type of employment____________________________________

(10) Hours per week_________________

(11) Work experience: Worked before marriage_______
    Have not worked since marriage________
    Worked until birth of first child______
Have worked at irregular intervals since marriage.
Have worked regularly since marriage.
Have worked since marriage except for brief time off for child bearing.

(12) Full-time student Part-time student

(13) Number of semesters at North Texas State University

HUSBAND: (If applicable)

(14) Highest grade completed: 8th High School
    College: Freshman Sophomore Junior
    Senior Masters Doctorate

(15) Is he presently enrolled at North Texas State University?
    Yes No

(16) Is he presently enrolled at another college or university?
    Yes No

(17) Is he employed full-time? Yes No

(18) Is he employed part-time? Yes No
    Where

PARENTS: If parent is deceased or retired, state previous occupation.

(19) Father's occupation

(20) Father-in-law's occupation

(21) Mother employed Yes No Where

(22) Mother-in-law employed Yes No Where

CHILDREN:

(23) No children

(24) Number of children at each grade level: Nursery and
    Pre-School Primary grades (K-3rd)
    Junior High (7th-8th) High School
    College Other Total number
(25) Who takes care of the children while you are in classes?

Their father ___ Your parents ___ In-laws ___

Babysitter ___ Neighbors ___ Other ___

Finances for YOUR college education come from what sources?

(26) Savings ___ Your work ___ Your husband ___

Your parents ___ In-laws ___ Scholarship ___

Loans ___

(27) Do you have funds to provide all things that you feel are essential for your education? Yes ___ No ___

(28) Do you have reserve finances for emergencies? Yes ___ No ___

ATTITUDES: Check the column which best describes the reaction each of the following toward your attending college

Supportive ___ Encouraging ___ Tolerant ___ Discouraging ___ Opposed ___

Husband ___

Children ___

Mother ___

Father ___

Mother-in-law ___

Father-in-law ___

Friends ___

HOUSING:

(36) Own your own home ___ Rent home ___ Apartment ___

Mobile home ___ With parents ___ With in-laws ___

Other ___

YOUR COLLEGE SCHEDULE:

(37) Do your home responsibilities necessitate your expending any of the following:
Morning classes______Evening classes______
Afternoon classes______Saturday classes______
Summer classes______

(38) Which class hours are best for you:
8:00—9:00—10:00—11:00—12:00
1:00—2:00—3:00
Evening______Saturday______Sumner______

(39) Indicate any times you are on campus but not in class:
8:00-9:00—9:00-10:00—10:00-11:00—11:00-12:00
12:00-1:00—1:00-2:00—2:00-3:00—3:00-4:00
Other (please state)___________________________

HOME RESPONSIBILITIES: Who does the following jobs in your home? Use the words MUCH, SOME, LITTLE, NONE, indicating amount done by each.

<table>
<thead>
<tr>
<th>You</th>
<th>Your husband</th>
<th>Your children</th>
<th>Parents</th>
<th>Paid help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grocery shopping_____________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry____________________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meal preparation____________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dishwashing________________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Cleaning____________________________</td>
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(45) Are there any persistent problems related to handling and scheduling these responsibilities? Please explain.
(47) Which home responsibilities do you feel are most difficult to handle since starting school?

(48) Do your household tasks interfere with your studying?
   Yes  No

PERSONAL OPINIONS:

(49) What is your major purpose in attending North Texas State University?

(50) What type of work (if any) do you plan to do when your education is completed?

(51) Do you feel that the problems you have encountered while combining college and marriage have strengthened your marriage  Hindered marital happiness

(52) What are the practical problems which you feel have arisen from your double responsibilities?

(53) Would you recommend that a woman go on to college:
   Yes  No  If yes, before marriage  After marriage
   Why

(54) HOW COULD THE UNIVERSITY SERVE YOU BETTER AS A NATURE WOMAN STUDENT? (SCHEDULES, COUNSELING SERVICES, COLLEGE FACILITIES, OR ANY OTHER SUGGESTIONS YOU MAY HAVE).
   1.
   2.
   3.
   4.
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<th>Business</th>
<th>Education</th>
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<th>Music</th>
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### Table XXVIII

**Means and Standard Deviations by Major Field of Study on Fifteen Scales of the Edwards Personal Preference Schedule**

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<th>Elementary Education (N=84)</th>
<th>Secondary Education (N=22)</th>
<th>Health, P.E. (N=2)</th>
<th>Home Economics (N=2)</th>
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TABLE 43.4

DISTRIBUTION OF AGE LEVELS OF CHILDREN BY PART-TIME AND FULL-TIME ENROLLMENT WITH TOTAL NUMBERS AND PERCENTAGE

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<th>College</th>
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<td>9</td>
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<td>60</td>
<td>35</td>
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<td>22</td>
<td>37 21</td>
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<td>32</td>
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<td>19 16</td>
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<td>37 63</td>
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<td>Basic Characteristic</td>
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<td>Mean age</td>
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<td>Freshmen</td>
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<td>Sophomores</td>
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<tr>
<td>Juniors</td>
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<td>Seniors</td>
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<td>Part-time students</td>
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<td>Per cent who had children</td>
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<td>High School</td>
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<td>College</td>
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<td>Other</td>
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<td>Basic Characteristic</td>
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<tr>
<td><strong>Child-care help while attending classes:</strong></td>
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<tr>
<td>Husband</td>
<td>15 per cent</td>
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<tr>
<td>Parents</td>
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<td>Other</td>
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<td><strong>Preferred class hours</strong></td>
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<td><strong>Occupation of husbands:</strong></td>
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<tr>
<td>Professional</td>
<td>15 per cent</td>
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<tr>
<td>Managerial/Engineering</td>
<td>54 per cent</td>
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<tr>
<td>Skilled</td>
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<td>Unskilled</td>
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<td>Agricultural</td>
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APPENDIX C

EDWARDS PERSONAL PREFERENCE SCHEDULE

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
4. exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. introspection: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do,
to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. succ Successance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for a confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.
11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate
in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.
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